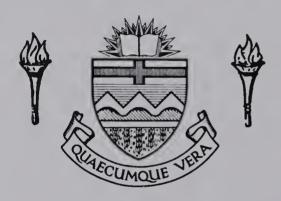


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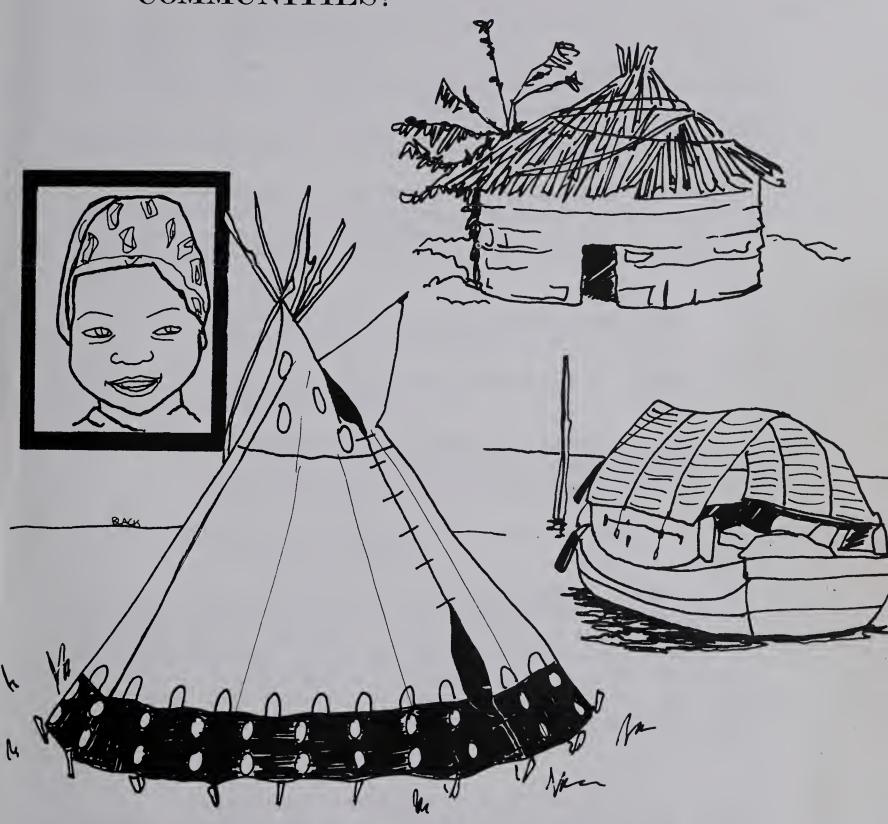
A project in support of the 1978 Alberta Social Studies Curriculum (Interim Edition)

EDUC/MON

SHOULD SOME SERVICES

BE PROVIDED IN ALL

COMMUNITIES?



GRADE 2

Planning Neighbourhoods and Local Communities

TOPIC C

Neighbourhoods Around the World

Preface

When the task of revising Alberta's social studies programme drew to a close in Spring, 1978, the Social Studies Curriculum Co-ordinating Committee turned its attention to the question of how to demonstrate the intents of the revised curriculum in specific instructional terms. After considerable consultation with teachers, it was concluded that carefully designed teaching units focusing on curriculum topics would be of great help to social studies teachers seeking to implement the revised curriculum guidelines.

Specifically, the approach taken was that a number of experienced social studies teachers, consultants and university instructors were contracted by the Curriculum Branch of Alberta Education to develop inquiry units that fulfilled the following conditions:

- addressed specific value, knowledge, and skill objectives for a prescribed curriculum topic;
- demonstrated the Alberta curriculum's "process
 of social inquiry";
- incorporated a wide range of teaching/learning strategies, including creative use of one or more prescribed learning resources;
- tested out successfully in a variety of classroom situations.

This teaching unit is not prescriptive. Rather it is intended to demonstrate one way that the rationale of the Alberta curriculum can be implemented, and one way that the objectives for the curriculum topic can be attained. Review the unit, try it out and discuss it with colleagues. Keep in mind that it will serve its purpose if it helps you to become more creative in your teaching and more understanding of the goals of the Alberta curriculum, and if it leaves you with a feeling of fulfillment as a social studies teacher.

Although the teaching units have been piloted, a more in-depth assessment can only be obtained from teachers and students during normal classroom usage. Therefore, the evaluation questionnaires located at the end of the teaching unit should be completed and sent to the Regional Office in your area. Thank you.

Frank Crowther Project Director

ACKNOWLEDGEMENTS

A number of people contributed significantly to the development and production of this teaching unit. Alberta Education wishes to recognize in particular the contributions of the following people:

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Schloat, Warren T. Jr. <u>Conchita and Juan: A Girl and Boy of Mexico</u>. New York: Alfred A. Knopf Inc., 1964.

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NOTE:

Pages that are termed "Student Handout" or "Student Activity Sheets" are intended for duplication. It is imperative that these particular Teaching Unit pages be neither cut nor marked so that they will continue to be useful in future years.

I. INTRODUCTORY NOTES

NOTES TO THE TEACHER

This unit gives students in Grade 2 an introduction to the global dimension of Social Studies. Through the use of globes, maps and stories written about different parts of the world, the students learn about the planning of communities both today and in the past. During the course of the study, students should become aware of the reasons why people plan their communities in particular ways.

This unit centres on the issue "Should some services be provided in all communities?" In order to answer or resolve this issue, students will be weighing the competing values of equality (all people should have the same services available to them) versus individual initiative (people should have only those services they need and want).

Students will take an active part in developing research questions.

To gather the needed data they will complete a minimum of four out of five case studies of world communities. These communities were chosen to represent various parts of the world, climatic conditions, lifestyles and times.

Native People of Long Ago is about the Blood Tribe who lived on the prairie grasslands and the hunting and gathering civilization which existed before the arrival of the horse. San Miguel de Allende, Mexico, is situated in a dry grassland but it is a farming and market community which was planned hundreds of years ago. The Tuaregs of the Sahara are nomadic herders who live in a desert region. The Yoruba of Ibadan, Nigeria, live

in a rain forest community which has little planning.

The students have opportunities during the case studies to research further into areas of interest, write their own reports, and use flannel figures. It is also possible to integrate music, drama, art, physical education and science into the studies. Many of the activities are supplementary activities which could be used for further development where knowledge or skills are weak, for enrichment for selected individuals and/or for in-depth study in areas of class interest. Activities not labelled supplementary are required for development of the value, skills and knowledge objectives.

Upon completion of the case studies, the students become involved in comparing and contrasting information on neighbourhoods and communities which has been recorded on a large retrieval chart. Students develop interpretations of the concepts and generalizations as a result of teacher questioning. To resolve the issue "Should some services be provided in all communities?", students take part in activities designed to develop their skills in value analysis. The unit culminates with the students planning and building an ideal neighbourhood from their point of view. The application of these decisions has the students solving the neighbourhood problems which they are able to solve, such as planning a service, visiting planners and proposed building sites, reacting to subdivision plans and if possible, having a festival. The festival involves cooking, demonstrating understanding of planning through an explanation of their models, and a display of research projects done through the course of the unit.

References are made to resources throughout the unit. Most resources needed such as masters for duplicating stories, maps and flannel board

Desert is a book needed for the Tuareg case study. One book for two students should be adequate. Please use any other reference material you have at your disposal. Ask your librarian for help in this area.

Oral and written evaluation activities are included in the unit.

In addition, checklists for evaluating student assignments have been included for teacher use.

UNIT GOALS

In this unit, the focus is on the ways that people around the world plan their communities. This unit has two purposes. First it introduces students to the global dimension of social studies. Second, students learn that wherever people live, community planning is important if human needs are to be met. Students will culminate their inquiry by planning an ideal neighbourhood.

UNIT OBJECTIVES

VALUE OBJECTIVES

- A. To develop a positive attitude about people with cultural backgrounds that differ from ours.
- B. To develop an understanding of alternative values that underlie the differing ways that people in communities around the world plan their community lifestyles.
- C. To develop an appreciation for the efforts of people in different cultures who make effective use of unique community resources.

- D. To develop an ability to identify contrasting views about the ways communities should be planned; and to identify value preferences reflected in making a choice between those contrasting views.
- E. To develop ability in value analysis by systematically resolving the issue under study.

KNOWLEDGE OBJECTIVES

Students will acquire information to develop interpretations of the following concepts and generalizations:

Institutions

All communities have institutions that reflect the values of the people who live there and help them to satisfy their needs for safety, recreation, companionship, preservation of tradition, etc.

Human Needs

- A. People in different cultures have the same basic human needs but different ways of meeting them.
- B. In all cultures, many of the social and economic needs of the people are satisfied within their local community through both public and private means.

Inquiry

A. In deciding how to plan a neighbourhood, people should consider alternatives and the effects of these alternatives on people. Factors like location of the community, topography

of the land, amount of land available, are taken into account by the planner.

B. Collecting information helps planners tell what consequences may result from the choice of one solution or another.

Environment

- A. The way people live is related to geographic location and accessibility and the particular time period in which they live.
- B. The choices made by people in adapting to or in adapting their environment depends on their values, wants, technology and on such physical factors as climate, water, soil, vegetation and landscape.

SKILL OBJECTIVES

Students will develop proficiency in the following skills:

Inquiry Skills

A. Focus on the Issue

Describe the issue in concrete terms.

- B. Establish Research Questions and Procedures
 - 1. Formulate appropriate research questions in a whole class situation.
 - 2. Select with teacher guidance, the techniques and resources to use in answering the research questions.
- C. Gather and Organize Data
 - 1. Read and interpret simple globes and maps of the world, of the local neighbourhood and of communities under

study.

- 2. Read and interpret reference materials for factual information.
- 3. Interview people for information about their preferences in planning.
- 4. Survey local neighbourhoods to determine what facilities are available.
- 5. Observe pictures and audio visual materials for information on communities under study.
- 6. Record neighbourhood features by making a model.
- 7. Record answers to research questions on a retrieval chart.
- 8. Record information by graphing.
- 9. Interpret pictures which help break down any stereotyping of lifestyles which the children may acquire through exposure to the case studies.

D. Analyze and Evaluate Data

Infer reasons why neighbourhood planning varies from community to community.

E. Synthesize Data

- 1. Summarize and classify information and formulate generalizations about neighbourhoods around the world.
- 2. Relate environmental causes and their effects on community planning.
- 3. Deduce logical conclusion concerning the reasons people plan their communities in certain ways.

4. Summarize reasons for liking a community.

F. Resolve the Issue

- 1. In a whole class situation, formulate alternative solutions to the issue under study.
- 2. Analyze the values inherent in each alternative.
- 3. Predict the possible consequences of each alternative.
- 4. Evaluate alternatives and make a choice.

G. Apply the Decision

- Create a plan of action and methods of application of a plan to provide a service which seems to be lacking in the neighbourhood.
- 2. Create a model of an ideal neighbourhood from the students' point of view.

H. Evaluate the Decision, the Process and the Action

- 1. Judge the worthwhileness of the service provided.
- 2. Decide whether to culminate inquiry or to extend it into new case studies.
- 3. Assess the process of inquiry by evaluating how well the students liked the unit.

Participation Skills

- A. Express ideas clearly about what students like about a neighbourhood.
- B. Support ideas logically concerning the types of facilities and services included in their creation of a model neighbourhood.

- C. Interpret the feelings of others with regard to what is desirable in a neighbourhood.
- D. Participate in class discussion.
- E. Prepare a position on the attributes of a world neighbourhood and present it to other students and parents.
- F. Prepare a position on class reactions to neighbourhood planning and present it to city or school board planners.
- G. Assist in group model building and in planning the Festival.
- H. Demonstrate a sense of sharing while carrying out the neighbourhood service.
- I. Provide support in small group decision-making involved in assigning jobs and building the models of world neighbourhoods.

FLOW CHART

A. OPENER - FOCUS ON THE ISSUE

What basic needs do all people have?
What services and facilities could be planned into a community to meet these needs?

Should some services be provided in all communities?

B. ESTABLISH RESEARCH QUESTIONS AND PROCEDURES

- 1. The class formulates research questions to apply to selected world communities to determine what services and facilities are available and how they are planned for in the community.
- 2. Ways to get answers to research questions are suggested by students.

C. GATHER AND ORGANIZE DATA

- 1. Read the prepared story, map and any other resources identified for each community case study to answer the research questions.
- 2. Record answers for research questions on a retrieval chart.

D. ANALYZE AND EVALUATE DATA

Why is the community planned this way? What does this tell you about what is important to the people?

E. SYNTHESIZE DATA

Compare answers on the retrieval chart for the different communities to bring out the concepts and generalizations; e.g., How many of the communities have houses? Are the houses the same?

F. RESOLVE THE ISSUE

- 1. Discuss suitability of facilities and services found in the local community to other communities with different environments and cultures.
- 2. Individually complete a checklist on facilities and services that should be provided in all communities.

G. APPLY THE DECISION

- 1. If desirable and feasible, plan and carry out a needed service in the local community.
- 2. As a class, react to new subdivision plans.

H. EVALUATE THE PROCESS

- 1. How did we study this unit?
- 2. Which parts of the unit were interesting and informative?

EVALUATION

Evaluation is three-fold. There are evaluations throughout where teachers are to note those children who cannot answer factual questions or generalize. These are both oral and written. There are self-evaluation (values) activities for the children to complete as well. The last section contains evaluation strategies which test attainment of concepts and skills. There is also a unit evaluation exercise for the students to complete on their feelings while experiencing this unit.

RESOURCES

1. Prescribed Resources (Available through School Book Branch)

Camel Herders of the North African Desert, Vanishing Communities series. Ferry, Winnifred. Agincourt, Ontario: GLC Publishers Ltd., 1978. (15 copies needed).

See the appendix for stories, maps, games, pictures and student activity sheets for use as primary resources in this unit.

2. Secondary Resources

These resources are referred to in the unit as resources for teachers to read, and as a source of pictures and supplementary activities.

Beaver Hill - Teachers' Resource Book. Roenigk, Jo-Ann, Jean McGauchie and Fern Ohayon. Toronto: McGraw-Hill Ryerson Ltd., 1975.

"The Bedouin of the Negev" and "The Yoruba of Ife", People in Communities. Samuels, Elizabeth W., Kim Ellis and Mary C.

Durkin. Don Mills, Ontario: Addison-Wesley Publishing Co., 1972.

- Conchita and Juan A Girl and Boy of Mexico. Schloat, Warren G. Jr. New York: Alfred A. Knopf Inc., 1964.
- Why the Sun and the Moon Live in the Sky. Dayrell and Elphinstone.

 Boston: Houghton Mifflin Co., 1968.
- "The World Around Us", Windows on Our World, The Houghton Mifflin Social Studies Program. Keach, Everett T., Jr. and R. Barnes Buckley. Toronto: Houghton Mifflin Co., 1976.



II. DEVELOPMENT

A. OPENER

1. PURPOSE

To arouse interest and focus on the issue: "Should some services be provided in all communities?".

2. OBJECTIVES

- (a) <u>Value</u>: To introduce the issue: "Should some services be provided in all communities?".
- (b) Knowledge: In this section, the following concepts and generalizations will be introduced in a familiar setting:
 - (i) Concept: Human Needs.

Generalization: In all cultures, many of the social and economic needs of the people are satisfied within their local community, through both private and public means.

(ii) Concept: Institutions.

Generalization: All communities have institutions that reflect the values of the people who live there and help them to satisfy their needs for safety, recreation, companionship, preservation of traditions, and so on.

(c) Skill:

- (i) Describe the issue in concrete terms.
- (ii) Read and interpret classroom and neighbourhood maps.
- (iii) Interview people in the school.
- (iv) Survey local neighbourhoods to determine what facilities are available.

- (v) Analyze what people think is important according to choices they make.
- (vi) Record neighbourhood features by making a model.

3. TEACHING/LEARNING ACTIVITIES

ACTIVITY ONE

Discuss: - What do students need in the classroom in order to learn? (Books, teacher, desk, boards, pencils, erasers, etc.)

- Which of these things are most important?
- Which could you do without?
- Does it matter to anyone how these things are arranged in the room?

Have the class try to guess why the teacher has arranged the classroom the way it is. Confirm the accuracy or inaccuracy of their hypotheses.

Ask the class: "How would you plan or arrange the classroom if you were given a chance to do it?". Discuss and decide upon symbols to be used for different things. Draw a map on paper or the board while the children give directions and ideas.

Provide students with an outline of the classroom and have groups of students draw their own map to show how they would arrange the classroom if they could. (If they have trouble with scale, provide a sheet of outline symbols of the various things in the classroom drawn to scale.)

ACTIVITY TWO

Have groups of students interview various people concerned with the school such as other students, the principal, the janitor, teachers, and parents, to find out how they feel about the arrangement of the classroom. Have them indicate what they like most and what they like least. Reasons for their choices should be recorded.

Upon completion of the interviews have students infer what they think these people value or think is important with regard to classroom design. For example:

- Janitor -- easy cleaning, no cluttered areas.
- Teacher -- room for groups, areas for centers and storage.
- Students -- play space, closeness to neighbours.

ACTIVITY THREE

Tell students you have discussed what children need in order to learn in the classroom. You are now going to see if they can decide what other needs people have beside the need to learn things.

Ask: "What do you think people need in order to live?". List students' ideas. Ask them if needs are the same as wants. (Needs are those things which you depend on or cannot do without in order to live.) Possible list: food, clothing, shelter, education, health, safety, recreation, beauty, affection, friends, air, and and water.

Ask: "What things could be planned into a neighbourhood to meet some of these needs?". As a whole class exercise, make a list of facilities for each. Example:

- Food -- grocery store, bakery, butcher shop, restaurant.
- Clothing -- clothing store, shoe store, fabric shop.
- Shelter -- houses.
- Education -- school, library, university, college.
- Health -- hospital, dentist and doctor's office.
- Safety -- police station, fire hall, traffic signs, sidewalk patterns -- crescents, dead end streets, signals.
- Recreation -- parks, theaters, swimming pools, rinks, gyms, zoos.
- Beauty -- parks, trees, nice buildings.

Assign Student Sheet 1 (page 93).

Supplementary Activity

If students do not know the primary sources of food, clothing and shelter, use <u>Windows on our World</u>, "The World Around Us".

Read and discuss the ideas brought out in the following chapters:

- We Depend on Goods
- We Depend on Services
- We Depend on Plants for Food
- We Depend on Plants for Other Things
- We Depend on Animals

Use any other chapters you feel the students may need in "The World Around Us".

ACTIVITY FOUR

Lead the class in a discussion:

- Do all these things have to be in every neighbourhood or small community?

Poll the class and record the results.

- Does the location of these things affect people? School, stores, hospital, doctor or dentist, office, police, fire hall, parks, pool and rink)
- What if these things are on the far side of your neighbourhood? How would this affect you? How would it affect your parents? Would there be any problems?

ACTIVITY FIVE

NOTE: If this activity has been done previously (Topic A - Exploring My Own Neighbourhood), briefly review your findings and go on to Activity Six.)

Prepare a checklist of facilities as a whole class activity.

Take a tour of your neighbourhood and any nearby neighbourhoods if possible and record the facilities available. (Types of houses, schools, churches, hospital, streets, stores, etc.) Make a map of your neighbourhood if you have not already done so in a previous unit. From this map build a simple model of your neighbourhood. The teacher should provide an outline of the road system and blocks. (Use boxes of all sizes, sticks, paper,

plasticine, clay, salt, dough, etc.) If possible, students should try to create their own neighbourhood buildings in their own way.

Supplementary Activity

Windows on our World, "The World Around Us" (Learning From Maps, T68 and 69, Master T198; Using Maps to Communicate, T100 and 101, Master T211; and Using Maps, T102 and 103).

ACTIVITY SIX

Upon completion of the model, briefly review the terms used to describe needs (for food, for clothing, etc). Ask: "What needs did the people who planned your neighbourhood think were important to have satisfied right in your own neighbourhood?" Discuss this briefly with students. Have them express their views and give supporting evidence based on the facilities found during the neighbourhood field trip. Using the checklist of facilities the class prepared in Activity Five, have students complete Student Sheet 2 (page 95). Upon completion have the students discuss their answers and read the evidence they have to support their answers. For example:

Edu	ucation _	R.B.	Bennett	School_
Foo	od	Safew	ay	
She	elter _	Му Но	use	

ACTIVITY SEVEN

Ask: "Looking at your neighbourhood, what planned things do you like best?". Have students illustrate their choices by drawing a picture and sharing it with the class.

ACTIVITY EIGHT

each student or for students to share in small groups.

Individually, in small groups, or as a total class, have students examine the maps and make a list of the facilities planned for in each neighbourhood. Have individual students complete

Student Sheet 3 for each map, placing check marks on the line

Have Student Sheet 3 and the maps on pages 96-100 run off for

Again, looking at the maps, have students decide which neighbourhood map the following people or groups would like best. Have them print these phrases in the space provided on the maps. Have children give reasons for their choices.

- Grade Two children (Map 3)

of needs which are met in each neighbourhood.

- Your parents (Map 2)
- Firemen (Map 4)
- Manager of a furniture store (Map 1)

ACTIVITY NINE

Have students prepare individual lists of the services they feel all communities should have. Keep these lists to compare

with the lists they will make at a later date.

Tell students that they will be looking at neighbourhoods and communities in other parts of the world to see what things (facilities) they have to meet their needs and to find out how these communities are arranged.

Tell students they will then have to re-answer the question:
"Should some services be provided in all communities?". As part
of their answers they will be planning and building a neighbourhood
of their own choice in which they will include what they think
are important facilities. They will also be able to put everything
in the places they think are best.

B. ESTABLISH RESEARCH QUESTIONS AND PROCEDURES

1. PURPOSE:

After an initial activity to develop a degree of familiarity with the physical appearance and some of the facilities used by the people to be studied, studen will be given the opportunity to participate in formulating research questions dealing with the factors that affect community planning. This is followed by a series of activities in which students gain experience in identifying and selecting appropriate techniques and resources for answering their research questions or problems.

2. OBJECTIVES:

(a) Knowledge:

(i) <u>Concept</u>: Inquiry.

Generalization: The inquiry methods most appropriate for the study of social concerns are those of the behavioural sciences.

(b) <u>Skill</u>:

Major Skill: Establish research questions and procedures.

Sub-Skills:

- (i) Formulate appropriate research questions in a whole class situation.
- (ii) Select, with teacher guidance, the techniques and resources to use in answering the research questions.

3. TEACHING/LEARNING ACTIVITIES

ACTIVITY ONE

Make copies of Student Sheets 4a, b, c and 5 (pages 101-104).

Have the students colour then cut apart Student Sheet 5 and glue the picture of each child in the box beside the appropriate neighbourhood. Column two is to be used as an evaluation activity upon completion of the unit. Do not tell students the correct matches.

For your information, these are the correct matches.

<u>Child</u>	Neighbourhood	World Area
3	A	Alberta, Canada (Blood Indians)
4	В	Osaka, Japan
1	С	San Miguel de Allende, Mexico
5	D	Ibadan, Nigeria
2	Е	Sahara Desert

Collect the sheets and retain for comparison at end of unit.

Tell the students that they will be reading stories about these children to find out about their lives and how their neighbourhoods are planned.

ACTIVITY TWO

(a) Procedure for a slow class:

Before beginning this activity, print each of the research questions on a strip of tag board. Begin this activity by passing the strips out to the children randomly except for question one in each category.

Tape or glue question one on another chart or place it in a pocket chart, leaving room for the students to place the remaining question strips. Have students place their question with the one they think it matches. When the questions are all grouped on the chart have the students suggest a label for each group (e.g., People, Buildings and Facilities, Environment, Planning). Add any questions the students feel should be added. Prepare large retrieval charts with the research questions listed under the appropriate titles, as shown in the examples on pages 203-206 in Appendix E. Post the charts on the bulletin board for later use.

(b) Procedure for an average to superior class:

Ask students to help you make a list of the questions they want answered about how these different neighbourhoods were planned and why they were planned that way. Remind them of the things looked for when they looked at their own neighbourhoods. Record suggestions as they are given on a blackboard or chart. Through discussion, have the students help you group the following questions according

to the ones they think belong together. Have students try to explain the basis for the grouping and provide labels for each group. For example: People, Buildings and Facilities, Environment, Planning. You may have to elicit some of the questions. Add any (which they forget) to the list after grouping. Prepare large retrieval charts with the research questions listed under appropriate titles, as shown in the examples on pages 203-206 in Appendix E. Post the charts on the bulletin board for later use.

A sample list of possible research questions, and the manner in which they might be categorized follows:

Research Questions

People

- 1. Who lives here?
- 2. What kinds of groups do they live in?
- 3. Where do they get their food and clothing?
- 4. What jobs do the people do?

Environment

- 1. What is the land like?
- 2. Does the land affect the way the neighbourhood was built? How?
- 3. What are the weather and climate like?
- 4. Do the weather and climate affect the way the neighbourhood was built?
 How?

Buildings and Facilities

- 1. Are there any stores?
- 2. Are there any schools?
- 3. Are there any churches?
- 4. What are the houses like? Can they be moved easily?
- 5. Are the houses close together?
- 6. What other buildings are there? Offices? Hospital?
- 7. Are there any roads? What are they like?
- 8. Are there any playgrounds?
- 9. Where do the people go to have fun?

Planning Planning

- 1. Is the neighbourhood planned?
- Who did the planning?
- 3. Why is the neighbourhood planned that way?

ACTIVITY THREE

Tell students that they have some questions that need to be answered.

(Point to the research questions on the retrieval charts.) How can we find answers to these questions? (Go and look or ask the people who live there.)

What else can we do? (Ask an expert or resource person, read about it, look at pictures, see a film or filmstrip, write a letter).

Would some sources of information be better than others? (e.g., references, atlases, poetry, music, picture books, people).

SUPPLEMENTARY ACTIVITY

appropriate people, use Lesson 7 described on pages T54-55 of The World Around Us - Teachers' Annotated Edition. If the student texts are available, or Duplicating Masters 3-4 that accompany this program, have students match the question asked with the name of the person who could best answer the question.

Students could also role-play the situations listed on T55. Have the child ask (in a role-playing situation) the person thought to be the best one to answer the student's question. Ask for an explanation of the choice. The class could then suggest any other reasonable choices. The cast lists that follow may be helpful in setting up the role play situations.

Situation 1: A child wanting to learn how to play a game.

Cast: child who wants an answer, mother, father, another child who is playing the game, baby brother or sister.

Situation 2: A child wanting to learn how to make a birdhouse.

Cast: child who wants an answer, bird, father, carpenter who lives next door.

Situation 3: A child wanting to identify a leaf.

Cast: child who wants an answer, teacher, Cub or Brownie who has a leaf collection, a person who sits in front of the child at school.

Situation 4: A child wanting to solve a math problem.

Cast: child who wants an answer, person who sits beside the student in school, teacher, a person in Grade One.

Evaluate the students' role-playing skills by using Checklist #2 in Appendix G, Evaluation Devices (page 223).

ACTIVITY FOUR

Tell students they will be reading stories and looking at maps about people who live in other parts of the world. These stories were written by a teacher who used books for older children and adults to find out about the people.

Ask: "How else can we find out about these people?" Help students make a list of sources such as, library books in the school and community,

films, resource people and pictures.

NOTE: When you are studying the various people and neighbourhoods, encourage the more capable students to find additional information from some of the other sources and report to the class.

C. GATHER AND ORGANIZE DATA

1. PURPOSE

The purpose of this section is to have students find answers to research questions about the factors that affect neighbourhood and community planning in other cultures in various parts of the world, and in Southern Alberta (Blood tribe) in a previous historical era.

The first few activities in this section attempt to give students an indication of where the various groups live by developing some basic map and globe understandings prior to the actual study of the people and their communities.

2. OBJECTIVES

(a) Value:

- (i) To develop positive attitudes about people with cultural backgrounds that differ from ours.
- (ii) To develop an understanding of what these people value as indicated by the physical features of their communities and lifestyles.
- (b) Knowledge: The facts gathered and recorded in this section should provide a basis for the development of the following concepts and generalizations:

(i) Concept: Environment.

Generalizations:

- The sequence of human activities and cultural patterns is related to geographic location and accessibility, and to the particular time in which human beings live. People in different stages of civilization react differently to similar environments.
- The choices made by people in adapting to (or in adapting) their environment depends on cultural values, economic wants, the degree of technological insight and on such physical factors as climate, water, soil, vegetation and landscape.
- (ii) Concept: Institutions.

Generalization: All communities have institutions that reflect the values of the people who live in them and help them to satisfy their needs for safety, recreation, companionship, preservation of traditions, etc.

(iii) Concept: Human Needs.

Generalizations:

- People in different cultures have the same basic human needs but different ways of meeting them.
- In all cultures, many of the social and economic needs of the community are satisfied within their local community, through both private and public means.

(c) Skill:

Major Skill: Gather and Organize Data.

Sub-Skills:

(i) Inquiry Skills:

- Read and interpret simple globes and maps of the world and maps of the communities under study.
- Read and interpret factual information from stories about the cultures under study.
- Observe pictures and audiovisual materials for information on the cultures under study.
- Record answers to the research questions on a retrieval chart.
- Record neighbourhood features by making a model.
- Record information by graphing.
- Interpret pictures which break down any stereotyping of lifestyles which the students may acquire through exposure to the case studies.

(ii) Participation Skills:

- Express ideas clearly about what the student likes about a neighbourhood.
- Assist in group model making.
- Provide support with regard to decision-making when assigning student activities and building models of world neighbourhoods.

3. TEACHING/LEARNING ACTIVITIES

(a) LOCATE AREAS TO BE STUDIED

ACTIVITY ONE

Tell students they are going to study people and their communities in different parts of the world. They will find out what the people are like, what services they have and how they plan their neighbourhoods. Before undertaking this study, students should be made aware of the general area in the world where these people live. To do this they will use maps and globes.

Show students as many different kinds of globes as possible. Ask them to explain what they know about globes. Record their answers on the blackboard or on chart paper. Some typical responses might be:

- A globe is shaped like our Earth.
- A globe shows the size of land and bodies of water.
- Some globes show mountains and valleys as raised parts and hollows.
- Some globes show countries in different colours.
- Globes use dots to show cities.
- Lakes and rivers are sometimes shown as wiggly lines.

Refer to a feature on a globe, such as a mountain. Ask if this is the size a mountain really is and if this mountain is made of rock like a real mountain. Try to bring out the idea that the features on the globe and the globe itself are really tiny models of the real things.

Ask for other examples in which tiny models have been made of large things. Typical examples might be airplanes or ships. If further work is needed to help students understand this idea, use material from pages 34-35 in the student text of The World Around Us.

ACTIVITY TWO

Ask students if they know of any other things that show us countries and cities (maps). Show students a small map of the world and if possible show them how it is like a flattened out globe by joining the sides together. (You will probably not need to discuss distortion but if it is brought up, assign a capable student to do a project on different map projections. The findings should be presented to the class). Ask students what they know about maps. Record their answers on the blackboard or on chart paper. Have a city or town map, provincial road map, atlas and world map available for reference. Typical observations in children's language might be as follows:

- Maps show where streets and buildings in towns are found.
- Maps show where cities, lakes, rivers and streets are located.
- Maps show how far places are from each other.
- Maps can be made for different parts of the world.
- Some maps show big parts of the world and others show small parts like cities.
- Maps are different sizes.
- Maps use symbols for real things.
- All maps do not tell the same things.

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(Some students might like to make a collection of various kinds of maps and display them for the class.)

NOTE: If needed, use <u>The World Around Us</u>, pages 36 and 37, of the student text to further develop ideas about map symbols.

ACTIVITY THREE

Provide the students with the names of the countries in which the neighbourhoods and communities to be studied are located. Using globes and/or maps, see if they can locate these countries. This should be considered an introductory activity. Students will be finding the actual locations of communities under study in later activities.

Countries: Japan Nigeria

Canada (Alberta) Mexico

Saudi Arabia

(b) CASE STUDIES

GENERAL DIRECTIONS FOR THE TEACHER

Before each case study is started, the following materials should be prepared or located:

- A simple globe and flat map of the world.
- Enough copies of the stories and vocabulary lists (pages 121-166) about the communities under study for each student, or a copy of the stories on overhead transparencies for use with the whole class.
- Tape recordings of the stories to use with weaker readers.
- Enough copies of the maps (pages 167-173) of the communities for each student.
- Figures (pages 175-200) of the people and animals associated with each story should be cut out, coloured, and mounted on heavy paper with felt backing for use as flannel figures.
- A flannel board.

As an introductory activity for each case study, the area in which the community is located should be found on the globe. Some method of marking the location, such as sticking small flags in plasticine, should be used. For the "Native Peoples" case study, which is historical, the appropriate time frame should be established using a simple timeline.

The major activity to be done in each case study is to answer the research questions that were generated previously in the section "Establishing Research Questions". Using the story, the map and any other resources available, answers to each of the specific questions should be found and recorded beside the appropriate question on the retrieval chart.

Each case study also includes a number of supplementary activities from which activities should be selected on the basis of student interest and time available.

Keep as many of the reports, stories, pictures, murals and other completed student assignments as possible. These could be displayed during the Festival culminating activity. Collect recipes as you go through the case studies for use at the Festival.

In the event of time limitations, a selection of case studies from the five available could be made. However, four is the minimum number that should be studied.

CASE STUDY ONE: NATIVE PEOPLE OF LONG AGO - BLOOD TRIBE

ACTIVITY ONE

Have students read the "People" section of the story (page 125) after vocabulary discussion. See the vocabulary list (page 123). Students may read the story independently, follow the story while listening to a tape, read it with a partner, or read it from an overhead transparency as a whole class activity.

As independently as possible, have students complete the "Things To Do" section (page 127) following the story. Use the flannel figures (pages 177-182), and any Indian pictures available to review

the story and discuss the answers to "Things to Do". Additional stories about Indians and their lifestyles could be read by the teacher to the students for further background.

ACTIVITY TWO

Discuss the map (page 169) in relation to the story. You might wish to show the map on an overhead transparency and distribute individual copies to each student. Have students find the area of the Blood Indians using the globe and map. (The Bloods were and are located in Southern Alberta.)

ACTIVITY THREE

"What are the people like?" Refer to the research questions the students asked under the heading "People" on the chart made previously (page 27). Have students contribute answers to the questions orally. Discuss any disagreements. Record answers to these research questions on the retrieval chart. See page 203 for possible answers.

Supplementary Activity

Draw, paint or cut and paste pictures of the needs which are met by the Blood Indian family. These pictures could be displayed on a bulletin board but leave room for pictures of the families in other areas of the world.

Supplementary Activity

Have students pretend they are warriors decorating the skins to be used for shields or teepees. Using old grocery bags brought from home, students should:

- 1. Open the bags at the seams and flatten them out.
- 2. Cut them in the shape of a buffalo or antelope skin.
- 3. Soften these simulated hides by crumbling and smoothing them out several times.
- 4. Paint the bags with twigs and brown ochre paint or draw designs on them.

(Remember that women chewed and stretched the skins to make them soft.)

Supplementary Activity

Have students find more information about the lives of the Plains Indian people from books, filmstrips, films or pictures. Individual or group reports could be made on:

- 1. How to Tan Hides.
- 2. How Indians Hunted.
- 3. Indian Sign Language.
- 4. How Clothes Were Made.
- 5. Indian Tools.
- 6. Other.

Supplementary Activity

Have a small group of students look for and collect recipes for Plains

Indian food which will be prepared for the Festival culmination activity.

ACTIVITY FOUR

Have students read "Environment" (page 128). Have students answer "Things To Do" (page 129) independently and then discuss the answers as a class. Show any available pictures or audiovisual materials which illustrate the environment.

ACTIVITY FIVE

"What is the environment like?" Refer to the questions the students asked under the heading "Environment" on the chart made previously (page 27). Answer the questions orally in a whole class situation.

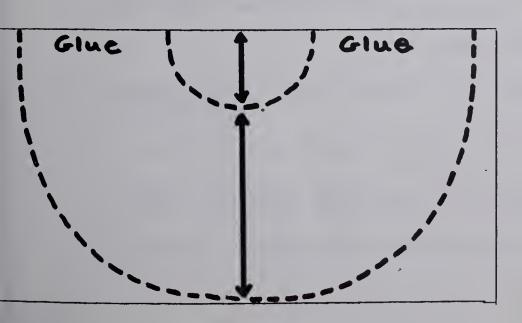
Record answers to the research questions on the retrieval chart. See page 204 for possible answers.

Supplementary Activity

Have students make a mural of camp life in the two main seasons - summer and winter. Included in the mural should be the surrounding prairie and its wildlife.

Supplementary Activity

Have students design and build a teepee out of paper. Decorate it with Indian designs. Use a book on Indian designs for ideas.



- 1. Cut on dotted lines.
- 2. Glue the sides together.
- 3. Attach twigs on paper straws to the top. (This forms the teepee poles.)

ACTIVITY SIX

Have students read "Buildings and Facilities" (page 130), then complete and discuss "Things To Do" (page 131).

ACTIVITY SEVEN

"What buildings and facilities were available?" Refer to the specific questions the students asked under "Buildings and Facilities" on the chart made previously (page 27). Answer the questions orally and record the answers on the retireval chart. See page 205 for possible answers.

Supplementary Activity

Since there were no other service-type buildings except for the council teepee, students could discuss the activities which went on in the open air around the fires and in the teepees. Use questions such as the following:

- There was no school building, but did the children learn? (Yes)
- Who taught them? (Parents, older people)

Have students write and illustrate a story using one of these starters:

- Boys: My name is _____ and I learn many things from the men in my tribe.
- Girls: My name is _____ and I learn many things from my mother and older women.

These stories could be made into a booklet for the reading corner.

Supplementary Activity

The council teepee was used by the leaders of the tribe. Many ceremonies were planned by the chief and his council. The Societies

led these ceremonies. Have the students pick the Society they would like to have belonged to and tell why it is their choice.

(Girls should do this too, even though girls did not usually belong to Societies.)

Make an Indian headdress using one feather only, as the students are too young to have done many brave deeds such as hunting or fighting. Have the students choose an Indian name and print it on their headband.

Supplementary Activity

There were no recreation centres but the Indians used the fireside and the prairie as locations for their games. Play some Indian games in physical education. (Game directions on page 217).

Supplementary Activity

Storytellers told legends around the fires. Read some legends to the students. Have them read some on their own. Discuss how Plains Indians explained their world. (They believed that all living things had souls and that their many gods and spirits made things happen).

Students could try to write their own legends. Examples: Why the buffalo has a shaggy coat; How fall came to us; Why streams bubble along, etc.

ACTIVITY EIGHT

Have students read "Planning" (page 132) and answer and discuss "Things to Do" (page 132).

ACTIVITY NINE

"Why is the neighbourhood or community planned this way?" Refer to the questions the students asked under the heading "Planning" on the chart made from page 27 of the guide. Answer the questions orally.

Record the answers on the retrieval chart. Answers (page 206).

Supplementary Activity

Using the map (page 169), have a small group of students build a model of the Indian camp during a pow-wow.

ACTIVITY TEN

This exercise is vital! Ask: "Do Indians live like this today?"

Through use of pictures discuss how Indians live differently today.

Students must not be left with the impression that Indians still

live in teepees and hunt buffalo.

Supplementary Activity

There may be a Blood Indian student or resource person in your community or school who would speak to the class on Blood Indian traditions or the life of Blood Indians today. They may have some objects to show the class. A field trip to see Indian artifacts might be planned, if a site is available nearby. Museums may also provide information of the life of the Blood Indian of the past.

Evaluation Exercise

Have students answer this question and illustrate: "What do you like about this neighbourhood?" Evaluate the students' answers using Checklist 1 (page 222).

CASE STUDY TWO: TUAREG CAMP

ACTIVITY ONE

Have students read pages 5 and 6 of <u>Camel Herders of the North African</u>

Desert and answer question 1 and Hassan's part of question 3.

Have them read pages 7 and 8 of the same book about the ways in which Hassan's family gets food. Answer questions 1, 2, 3 and 4 orally.

Read to the students pages 37 to top of 44 of "The Bedouin of the Negev" in People in Communities. This describes the market and trading of goods.

Have children help list the things that are found in the market. Use flannel figures (pages 183-187) to retell the story.

ACTIVITY TWO

Locate the Sahara Desert on the globe and have students attempt to find the specific desert in which Hassan lives. Make a copy of the map of the Tuareg camp for each student from the master (page 170). Discuss the map and have students identify various features mentioned in the story.

Also discuss the map on pages 17 and 18 of Camel Herders of the North African Desert. Do the suggested activity.

ACTIVITY THREE

"What are the people like?" Refer to the questions the students asked under the heading "People" on the chart made from page 27 of this guide.

Answer the questions orally and record the answers on the retrieval chart.

See page 203 for possible answers. Tuareg men wear a blue cloth wound

around their heads and veils over their faces. They are called "Blue Men of the Sahara" because the dye from the cloth comes off on their faces. Tuareg women do not wear veils.

Supplementary Activity

Individual or group reports on the Tuareg people could be researched and read to the class. Some topics might be: Food, Jobs of Women, Children's Jobs.

ACTIVITY FOUR

To build background information for the section on "Environment", the students, working in pairs, should complete the following assignments. Check and discuss each set of questions before going on the the next assignment.

Read pages 1 and 2 of <u>Camel Herders</u>. Answer questions 1, 2, 4 and 5.

Read pages 3 and 4 of <u>Camel Herders</u>. Answer questions 1, 2, 3, 4 and 5.

Read pages 9 and 10 of <u>Camel Herders</u>. Answer questions 1, 2, 4 and 5.

Read pages 11 and 12 of <u>Camel Herders</u>. Answer questions 1, 2 and 3.

Read pages 15 and 16 of Camel Herders. Answer questions 1, 2, 3 and 4.

Supplementary Activity

In the <u>Bedouin of the Negev</u>, the teacher might like to read to the students about the tent on pages 9 to 11, Winter on the Desert on pages 30 to top of 31, and Summer Months on pages 49 and 50.

ACTIVITY FIVE

"What is the environment like?" Refer to the questions the students asked under the heading "Environment" on the chart from page 27 of the guide. Let the students refer to the <u>Camel Herders of the North African</u>

<u>Desert</u> for answers to the questions. Have the class answer the questions orally. Record the answers on the chart. Possible answers are on page 204.

Supplementary Activity

Have students construct a tent of cloth or paper over a framework of twigs or straws.

ACTIVITY SIX

"What buildings and facilities are available?" Refer to the questions the students asked under "Buildings and Facilities" on the chart from page 27 of the guide. Using the map (page 170) and The Camel Herders of the North African Desert as references, have students answer the questions orally.

Record answers on the retrieval chart. Suggested answers are on page 205.

Supplementary Activity

Tell students that the men of the tribe belong to a council which meets in the chief's tent for discussions. The chief's tent is where the laws and decisions are made. Have individuals pretend they are the chief. What laws would they make? What other jobs would they have? (Planning a neighbourhood). Direct students to pages 13 and 14 of Camel Herders for help.

Supplementary Activity

Tuareg children who are nomads seldom get the chance to attend school. Schools are in towns. Have students write a story to describe what a

Tuareg child might think if he or she went into a school for the first time.

Supplementary Activity

Have students try writing and saying some Arabian words. Arabic numbers are also included on page 207.

Supplementary Activity

Tuaregs shop in souks (market place) in the towns and cities. Find a picture of one. See pictures on pages 39, 40, 41 and 44 of <u>Bedouins of the Negev</u>. This could be used as a reference by the students to make a very colourful mural, drawing or painting. Entertainers such as sword swallowers, snake charmers, acrobats, storytellers and letter writers are found there.

Supplementary Activity

Play the Tuareg game described on page 218.

ACTIVITY SEVEN

Read pages 13 and 14 of <u>Camel Herders</u>. Answer questions 2, 3 and 4. Also read the story called Tuareg of the Sahara Desert (page 133). Have students complete "Things to Do" (page 133). Discuss their answers.

ACTIVITY EIGHT

"Why is the neighbourhood planned this way?" Refer to questions the students asked under the heading "Planning" on the chart from page 27 of the guide. Let students use the story on page 133 and The Camel Herders of the North African Desert to answer the questions orally. Record answers on the chart. See page 206 for possible answers.

Supplementary Activity

Using the map (page 170) as a plan, have a small group of students build a model of the Tuareg camp.

ACTIVITY NINE

This exercise is vital! Ask: "Do all Tuareg people live like this today?" Have students investigate this. Do not create the impression that all people in the Sahara or even all Tuaregs live the way this clan does.

Evaluation Exercise

Have the students answer this question and illustrate their answers: "What do you like about this neighbourhood?" Use checklist 1 (page 222) to evaluate student answers.

CASE STUDY THREE: YORUBA NEIGHBOURHOOD IN NIGERIA

ACTIVITY ONE

After discussing the vocabulary list (page 135) have the students read the "People" story (page 137). Have students complete "Things To Do" (page 139) as independently as possible. Use the flannel pictures (pages 188-191) and any pictures you have of Yoruba people to review the story and discuss the answers to "Things To Do". If it is available, you might like to use the book "People in Communities", The Yoruba of Ife for reference. Especially useful are pictures on pages 62 and 63, the last two paragraphs of pages 73 and 74 on meal preparation, the In the Country section on pages 89 to 96 on farming and crops, and page 119 for pictures of clothing.

ACTIVITY TWO

Have students find Nigeria on a globe and on a flat map. On a larger map of Nigeria, have them locate Ibadan. Provide students with copies of the map of a section of Ibadan (page 171). Discuss the features shown in relation to descriptions in the story. Have students do the exercise indicated at the bottom of the map.

ACTIVITY THREE

"What are the people like?" Refer to the questions the students asked under the heading "People" on the chart made from page 27 of the guide. Using the story as a reference, have students answer the questions orally. Record the answers on the chart. See Figure 1a (page 203) for possible answers.

Supplementary Activity

Read "Craftsmen of Ife" in <u>The Yoruba of Ife</u>, pages 84 to 87. Listen to some African music. The students might like to make up a dance.

Supplementary Activity

Try playing a Nigerian game (page 218).

Supplementary Activity

Read Why the Sun and the Moon Live in the Sky, an African tale. Masks were used in the Yoruba religion when they had hundreds of gods. (Most are now Christian.) Have students look at some pictures of African masks. Yoruba people were and are great carvers, so examples of Yoruba masks and carvings in African art and mask books should be available in your library. See pages 114 to 116 in The Yoruba of Ife for examples of carvings. Have students make their own masks out of paper or any other suitable material using Yoruba designs.

ACTIVITY FOUR

If it is available, read to the students "The Rain Forest", pages 97 and 98, and "A Seasonal Chart", one page 120 of The Yoruba of Ife. Also read "At Home" on pages 69 and 70.

Have the students read "Environment" (page 140) and complete "Things To Do" (page 141). Discuss the answers.

ACTIVITY FIVE

"What is the environment like?" Refer to the questions the students asked under the heading "Environment" on the chart you made from page 27 of the guide. Using the story, pictures, and map for reference, have students answer the questions orally. Record the answers on the chart. Suggested answers are on page 204.

Supplementary Activity

Investigate the plants and animals of the rain forests. Have the students paint a picture of a rain forest, or begin making a mural of this neighbourhood by working initially on the rain forest.

Supplementary Activity

Have students make a model of a Yoruba house out of mud, clay or plasticine. Use pictures on pages 62, 63, 69 and 70 of The Yoruba of Ife for reference.

ACTIVITY SIX

If the book The Yoruba of Ife is available, read to students "At the Market" on pages 75 to 83, "The Storyteller" on pages 105 to 108, and "At School" on page 111.

Have the students read "Buildings and Facilities" (page 142) and complete "Things To Do" (page 143).

ACTIVITY SEVEN

"What buildings and facilities are available?" Refer to the questions the students asked under "Buildings and Facilities" on the chart made

from page 27 of the guide. Using the story and map as references, have students answer the questions in an oral discussion. Record answers on the chart. Suggested answers are on page 205.

Supplementary Activity

Have the students finish making a mural of this neighbourhood. Do not forget the market.

Supplementary Activity

Using the map as a reference, have a small group of students build a model of a portion of this town.

ACTIVITY EIGHT

If the book The Yoruba of Ife is available, read to students "The Special Times" on pages 101 to 104 and "The Yam Festival" on pages 109 and 110.

Show them the picture on page 117.

ACTIVITY NINE

Have the students read "Planning" (page 144) and complete "Things To Do" (page 145). Discuss the answers.

ACTIVITY TEN

"Why is the neighbourhood planned this way?" Refer to the questions the students asked under the heading "Planning" on the chart made from page 27 of the guide. Using the story as a reference, have students answer the questions orally. Record answers on the large chart. See page 206 for possible answers.

ACTIVITY ELEVEN

This exercise is vital! Ask: "Do all Africans live this way?"

Have students briefly inquire into the lifestyles of other African people.

Supplementary Activity

You may have students or people in your neighbourhood who have been to Africa. Invite them in to tell of their experiences and show their slides and souvenirs. Use any material you can find to learn about these Nigerian people.

Evaluation Exercise

Have students answer this question and illustrate: "What do you like about this neighbourhood?" Evaluate the children's answers using Checklist 1 (page 222).

CASE STUDY FOUR: A MEXICAN VILLAGE

ACTIVITY ONE

Help students to locate Mexico and San Miguel de Allende on a globe and flat map. A large map of Mexico may be needed in order to find San Miguel de Allende.

ACTIVITY TWO

Have the students read "People" (page 147) and complete "Things To Do" (page 149). Discuss. Use the flannel figures (pages 192-195) to review the story.

Supplementary Activity

If the book is available, read with students "Before Siesta Time" in

Conchita and Juan: A Girl and Boy of Mexico. Discuss pictures 1 to 14.

Also use section 2 - "Dinner and Siesta at Home", and section 3 - "The

Tortilla".

ACTIVITY THREE

Discuss the map of San Miguel de Allende (page 172) in relation to the story. Have students follow the directions on the map.

ACTIVITY FOUR

"What are the people like?" Refer to the questions the students asked under the heading "People" on the chart made from page 27 of the guide. Using the story as a reference, have students answer the questions orally. Record the answers on the large chart. Possible answers are on page 203.

Supplementary Activity

Draw, paint, or locate pictures to illustrate children's needs being met by a Mexican family. Place pictures on the bulletin board.

Supplementary Activity

Find out what Mexican food students in the room have eaten. They may have to ask their parents for this information. Graph the results on a bar graph. Use the graph, Student Sheet 6, on page 105 in Appendix A.

NOTE: If the students have not had experience with bar graphs, use Windows on Our World, "The World Around Us", "Learning from Graphs", T64, 65 and 197, and "Using Tables and Graphs to Communicate", T98, 99, 209 and 210.

ACTIVITY FIVE

Have students read "Environment" (page 150) and complete the "Things To Do" section (page 151). Discuss. Use as many pictures and books of Mexico as are available.

ACTIVITY SIX

"What is the environment like?" Refer to the questions the students asked under the heading "Environment" on the chart made from page 27 of the guide. Using the story and any pictures available, have students answer the questions orally. Record answers on the chart. Possible answers are on page 204.

Have students find out what plants and animals are found in the Central Highlands of Mexico.

Supplementary Activity

Have students build a model of an adobe house out of clay or plasticine.

ACTIVITY SEVEN

Have the students read "Buildings and Facilities" (page 152) and answer the "Things To Do" section (page 153). Discuss.

Supplementary Activity

If it is available, read to the students section 4 - ''Market Day'' in Conchita and Juan.

ACTIVITY EIGHT

"What buildings and facilities are available?" Refer to the questions the students asked under "Buildings and Facilities" on the chart you made from page 27 of the guide. Using the story and map (page 172) for references, have students answer the questions orally. Record answers on the retrieval chart. Suggested answers are on page 205.

Supplementary Activity

Have students make a mural of the market place. They should look at a number of pictures first, such as 'Market Day' in Conchita and Juan.

Supplementary Activity

Have students try a few words and phrases of Spanish. See Appendix E (page 208) for words and pronunciations. Discuss reasons why many Mexican children learn English in their schools.

Ask: "Why do towns like this not have many fires?" (Houses are made of adobe.) Ask: "What safety problems do Mexican people have?" (Health, traffic, pollution, poverty, crowding, old and cracking houses.) Capable students might do research and get information on these topics.

Supplementary Activity

Play the Mexican game described on page 219.

ACTIVITY NINE

Have students read "Planning" (page 154) and complete the "Things To Do" section (page 154). Discuss.

ACTIVITY TEN

"Why is the neighbourhood planned this way?" Refer to questions the students asked under the heading "Planning" on the chart you made from page 27 of the guide. Have students use the story as a source of information to answer the questions orally. Record answers on the retrieval chart. Suggested answers are on page 206.

Supplementary Activity

Using the map as a reference, have a small group build a model of this neighbourhood.

ACTIVITY ELEVEN

This exercise is vital! Ask: "Do all Mexican people live like this?"

Have students investigate and report on other Mexican lifestyles.

Reference should be made to the city dwellers and the Indian tribes of the south.

Some students or their parents may have visited Mexico and have some slides, pictures and souvenirs to show. Invite either the student and/or parent to present these to the class.

Evaluation Exercise

Have students illustrate their answers to this question: "What do you like about this neighbourhood?" Evaluate their answers using Checklist 1 (page 222).

CASE STUDY FIVE: A JAPANESE NEIGHBOURHOOD IN OSAKA

ACTIVITY ONE

Help students locate Japan and Osaka on a globe and flat map.

ACTIVITY TWO

Have students read "People" (page 157) and complete the "Things To Do" section (page 159). Discuss the answers. Use flannel figures (pages 196-200) to review the story.

ACTIVITY THREE

Distribute copies of the map (page 173) of the Japanese neighbourhood to students. Discuss features on the map and have students do the mapping activities indicated.

ACTIVITY FOUR

"What are the people like?" Refer to the questions the students asked under the heading "People" on the chart made from page 27 of the guide. Using the story as a reference, have students answer these questions orally. Record answers on the chart.

Supplementary Activity

Discuss and illustrate traditional Japanese dress. Have students make the Japanese doll described in <u>Beaver Hill - Teacher's Resource Book</u>, on page T156.

Supplementary Activity

Have students or group of students investigate and report on the differences between Japanese and Chinese food. Take a poll in the

class and find out how many have eaten Chinese or Japanese food. Why have so many more people eaten Chinese food than Japanese food? (The number of establishments selling Chinese food is much greater.)

Supplementary Activity

Make a Japanese kite (page 209).

ACTIVITY FIVE

Find and discuss pictures of the Japanese environment. Have students read "Environment" (page 160) and complete the "Things To Do" section (page 160). Discuss the answers.

ACTIVITY SIX

"What is the environment like?" Refer to the questions the students asked under the heading "Environment" on the chart made from page 27 of the guide. Using the story and map as references, have the children answer the research questions orally. Record answers on the chart.

Suggested answers are on page 204.

Supplementary Activity

Show students a Japanese scroll or a picture of one. Have students make a scroll by cutting a large piece of paper to a width of 15 cm. Fold the top and the bottom over 2½ cm. Place a straw in each fold with ends sticking out equally on each side. Glue the straws in place. Cut a string 40 cm long. Tie it to each end of the top straw. Paint a scene from nature on the scroll. Hang the finished scrolls up in the classroom.

Have students find out about the traditional type of Japanese house made of bamboo and paper. One could be constructed from straws and onion skin paper.

Supplementary Activity

Have a student or small group report on the animals and plants which are native to Japan.

ACTIVITY SEVEN

Study and discuss pictures of buildings and street markets in large

Japanese cities. Have students read "Buildings and Facilities" (page 162)

and complete the "Things To Do" section (page 163). Discuss the answers.

ACTIVITY EIGHT

"What buildings and facilities are available?" Refer to the questions the students asked under "Buildings and Facilities" on the chart made from page 27 of this guide. Have students answer the questions orally using the map and story as references. Record answers on the chart.

Possible answers are on page 205.

Supplementary Activity

Have students do Student Sheet 7 (page 106). This is a library research project to develop skills in finding the call number, author and title.

Have students do research in these areas:

- How do Japanese people heat their homes?
- What are the floors of the houses covered with?
- What is the furniture like?
- Describe the rooms of the home in the daytime.
- Describe the rooms of the home at night.
- Compare your bed with a Japanese bed.
- What is the Tokonoma?

A short report and illustration could be done for one or more of these items.

Supplementary Activity

Use an encyclopedia to find out about Japanese writing. Try writing Japanese characters using paint brushes.

Supplementary Activity

Try playing Japanese games. See page 219 for two examples. These games are learned by Japanese children at school.

Supplementary Activity

Set up a role-play of two Japanese children. One child wants his friend to go out to play after school. The other Japanese child refuses because he must study in order to do well at school, so his parents will be proud and can send him to a good high school and university. Have students role play possible endings for this situation. Have the students decide what values underly each of the choices that might be made.

ACTIVITY NINE

Have students read "Planning" (page 165) and complete "Things To Do" section (page 165). Discuss the answers.

ACTIVITY TEN

"Why is the neighbourhood planned this way?" Refer to questions the students asked under the heading "Planning" on the chart made from page 27 of the guide. Have students answer the questions orally. Record answers on the large chart. Possible answers are on page 206.

Supplementary Activity

Using the map, (page 173) have a group build a model of this neighbourhood.

ACTIVITY ELEVEN

This exercise is vital! Ask: "Do all Japanese people live like this?"
Find pictures of farmers with the traditional homes and rice patties to show contrast.

Supplementary Activity

There may be a Japanese child or family in your school or neighbourhood.

Invite them to talk and show their belongings from Japan.

Evaluation Exercise

Have the students answer this question and illustrate their answers: "What do you like about this neighbourhood?" Evaluate their answers using Checklist 1 on page 222.



D. ANALYZE, EVALUATE AND SYNTHESIZE DATA

1. PURPOSE:

To have students develop interpretations of the major concepts and generalizations that are considered essential knowledge as a base for making a reasonable attempt to engage in "Resolving the Value Issue" in the next section.

2. OBJECTIVES:

(a) Value:

- (i) To develop a positive attitude toward peoples in other cultures and the ways in which they utilize their local environments.
- (ii) To develop an appreciation for the efforts of peoples of different cultures to make effective use of unique community resources.
- (iii) To develop an understanding of alternative values that underlie the differing ways that people in communities around the world plan their community lifestyles.
 - (iv) To develop an ability to identify contrasting views about the ways communities should be planned, and value preferences reflected in making a choice between those contrasting views.

(b) Knowledge:

(i) Concept: Institutions.

Generalization: All communities have institutions that reflect the values of the people who live there and help them to satisfy their needs for safety, recreation, companionship, preservation of traditions, etc.

(ii) Concept: Human Needs.

Generalizations:

- People in different cultures have the same basic human needs but different ways of meeting them.
- In all cultures, many of the social and economic needs of the people are satisfied within their local community, through both private and public means.

(iii) Concept: Environment.

Generalizations:

- The way people live is related to geographic location and accessibility, and the particular time period in which they live.
- The choices made by people in adapting to (or in adapting) their environment depends on their values, wants, the level of technology and on such physical factors as climate, water, soil, vegetation and landscape.

(c) Skill:

Major Skills: Analyze, Evaluate and Synthesize Data.

Sub-Skills:

(i) Inquiry Skills:

- Infer reasons why neighbourhood planning varies from community to community.
- Record information by graphing.
- Summarize and classify information.
- Formulate generalizations about neighbourhoods around the world.
- Relate environmental causes and their effects on community planning.
- Deduce logical conclusions concerning the reasons people plan their communities.
- Summarize reasons for liking a community.

(ii) Participation Skills:

- Interpret the feelings of others with regard to what is desirable in a neighbourhood.
- Participate in class discussions.

3. TEACHING/LEARNING ACTIVITIES

ACTIVITY ONE

Have students make "Who Am I" riddles about the children in the neighbourhoods they have studied. e.g.

"I live in a very old town. My house is built of adobe.

A town council plans my neighbourhood now but many years ago Spanish people planned the town to look like their old home towns in Spain. Who am I?" (Theresa of San Miguel de Allende)

Have students try to include three clues in each riddle. They may be written or asked orally.

ACTIVITY TWO

Have students choose at least one puzzle to do from pages 107-110.

ACTIVITY THREE

Play the board game on pages 212-214.

ACTIVITY FOUR

Look at the completed retrieval charts "World Neighbourhoods" (pages 203-206) and try to compare and contrast the lifestyles and neighbourhoods.

To develop the concept "Human Needs" and the generalizations:

- people in different cultures have the same basic needs but different ways of meeting them;
- in all cultures, many of the social and economic needs of the people are satisfied within their local community, through both private and public means;

ask the following set of questions and record the students' answers under "People" on a large "What We Learned Chart" like the one on page 211

The statements made by the students to answer these questions should be interpretations of the generalizations in the students' own words.

- Do they all eat? (Yes. They all eat some kind of food.)
- Where do they get their food? (Some find and gather food. Others grow it. Others buy food in stores or markets.)
- Do they all wear clothing? (Yes, but many different types.)
- Where do they get their clothing? (Some make it from materials they get from animals. Others buy cloth. Others buy ready-made clothing.)
- In what kind of groups do they live? (All live in family groups. Some live in larger groups of relatives as well. Others live in larger groups of unrelated people.)

ACTIVITY FIVE

To develop the concept of "Environment" and the generalizations:

- the sequence of human activities and culture patterns is related to geographic location and accessibility, and to the particular time in which human beings live. People in different stages of civilization react differently to similar environments;
- the choices made by people in adapting to (or in adapting) their environment depend on cultural values, economic wants, the degree of technological insight, and on such physical factors as climate, water, soil, vegetation and landscape;

ask the following set of questions and record students' answers under "Environment" on the large "What We Learned Chart" (page 211). These statements made by the students should be the interpretations of the generalizations above in the students' own words.

Questions:

- Does everyone live in the same part of the world? (No. People live in different parts of the world.)

- Is the type of land the same? (Land types around the world are different.)
- Do all people use the same kind of land the same way? (Some use the same kind of land differently because they have different ways of meeting their needs and different tools and machines.)
- Does the land affect the way the people build their neighbourhoods?

 (Yes. People build on the amount of land available. In many places homes are built from materials found in the area. In modern neighbourhoods materials are brought in.)
- Is the climate the same? (Climates are different in different parts of the world.)
- Does the climate affect the way the people build their neighbourhoods?

 (Climate affects the way houses and other buildings are built.)

ACTIVITY SIX

To bring out the concept "Institutions" and the generalizations:

- all communities have institutions that reflect the values of the people who live there and help them to satisfy their needs for safety, recreation, companionship, preservation of tradition, etc.; and also to bring out the concept "Human Needs" and the generalizations:
 - people in different cultures have the same basic human needs but different ways of meeting them;
 - in all cultures, many of the social and economic needs of the people are satisfied within their local community, through both private and public needs;

and the concept "Environment" and the generalization:

- the choices made by people in adapting to (or in adapting) their environment depend on cultural values, economic wants, the degree of

technoligical insight, and on such physical factors as climate, water, soil, vegetation and landscape;

have students make a graph (page 111) of the things that were planned for in the various neighbourhoods. Information to complete the graph can be found on the maps of the various neighbourhoods and the "Buildings and Facilities" sections in each of the stories. Add as many other buildings or facilities as needed. Using the completed graph as a reference, discuss the following questions:

- How many neighbourhoods have houses? What does this tell us?

 (People all live in some type of shelter.)
- How many neighbourhoods have apartments? What does this tell us?

 (Some people live in apartments.) Why? (Crowding forces this;

 not as much land is used.)
- How many neighbourhoods have stores? Does this mean that the people in the other neighbourhoods don't eat or wear clothes? (No. They find their own food and make their own clothes. One group visits a market when they are near one.)
- How many neighbourhoods have offices? Does this mean that only four neighbourhoods have workers? (No. The other two neighbourhoods do not need offices for their workers because the people work outside.)
- How many neighbourhoods have schools? Does this mean that in the other two neighbourhoods the children do not learn? (No. Children learn from parents and older people. They learn what they need to live.)
- How many neighbourhoods have churches? Does this mean that in the other neighbourhoods people don't believe in a god of any kind?

 (No. Other groups worship their gods either alone or, in the case of the Indians, out of doors and at ceremonies.)

- Some neighbourhoods have roads, sidewalks and traffic lights. How many neighbourhoods? What does this tell us? (These groups have cars or motorized vehicles of some sort.) Why don't the other neighbourhoods have these things? (The other groups are dependant on animals for transportation. Old Mexico did not have separate sidewalks.)
- How many neighbourhoods have police stations? Does this mean that no one keeps law and order in the other neighbourhoods? (No. Blood Indians had Dog Soldiers; Tuaregs have Sheikh and council.)
- Some neighbourhoods have a park or recreation centre. How many?

 Does this mean that the children don't play or people don't have

 fun in the other neighbourhoods? (No. They play in fields, around
 the camp, in the square or market place.)

Now ask the following questions and record the students' answers on the "What We Learned" chart (page 211) under the heading "Buildings and Facilities". These statements made by the students in their own words should be interpretations of the generalizations stated previously in this activity.

Questions:

- What buildings do all these neighbourhoods have in common? (All neighbourhoods have houses and places for leaders to meet.)
- Do land and climate affect the kinds of buildings and facilities the people have? (The amount of available land affects the size and number of buildings. The climate affects the way buildings are built.)
- If the neighbourhood does not have a building or facility to meet a need, does it mean the need is not met? (Review discussion of graph.)

 (Some people have buildings or facilities in which needs are met; others meet these needs in some other ways.)

- Why do some neighbourhoods have more buildings and facilities than other neighbourhoods? (Because they have more people, and the needs and wants of the people are different.)
- Why do some neighbourhoods have few buildings and facilities?

 (Because of the ways the people live and meet their needs.)
- Do all neighbourhoods have <u>all</u> the buildings and facilities they want to meet their needs? (No. Some facilities are outside the neighbourhood.)

ACTIVITY SEVEN

To bring out the concept of "Inquiry" and the generalization:

- in deciding how to plan a neighbourhood, people should consider alternatives and the effects of these alternatives on people.

Factors like location of the community, topography of the land, amount of land available, are taken into account;

and the concept "Institutions" and the generalizations:

- all communities have institutions that reflect the values of the people who live there and help them to satisfy their needs for safety, recreation, companionship, preservation of traditions, and so on;
- institutions affect the types of changes that people want in their community and the speed with which the changes occur;

and the concept "Human Needs" and the generalization:

- people in different cultures have the same basic human needs but different ways of meeting them;

Have students complete Student Sheet 3 (page 96) then ask the following set of questions and record answers on the "What We Learned" Chart (page 211) under "Planning".

- Are the neighbourhoods planned? (All neighbourhoods are planned, with the exception of Ibadan. However, long ago it too was planned.)
- Are all the neighbourhoods planned equally? (No. Some are highly planned; others are planned very little.)
- Who does the planning? (Leaders or groups of leaders either do the planning or see that it is done.)
- Why do people plan their neighbourhoods?

E. RESOLVE THE ISSUE

1. PURPOSE:

The purpose of this section is to provide activities for students to engage in value analysis to resolve the issue: "Should some services be provided in all communities?".

2. OBJECTIVES:

(a) Value:

- (i) To develop ability in value analysis by systematically resolving the issue under study.
- (ii) To develop an ability to identify contrasting views about

 the ways communities should be planned, and value preferences
 reflected in making a choice between these contrasting views.

(b) Skills:

Major Skill: Resolve the Issue.

Sub-Skills:

(i) Inquiry Skills:

- In a whole class situation, formulate alternative solutions to the issue under study.
- Analyze the values inherent in each alternative.
- Predict the possible consequences of each alternative.
- Evaluate alternatives and make a choice.

(ii) Participation Skills:

- Express ideas clearly about what a student likes about a neighbourhood.
- Interpret the feelings of others with regard to what is desirable in a neighbourhood.
- Participate in class discussions.

3. TEACHING/LEARNING ACTIVITIES

ACTIVITY ONE

Using the large retrieval chart made from guide (page 27), review the facilities and services available in each community studied. Ask students to identify any facilities that seem to be missing. Discuss reasons why these may be missing from a particular community.

ACTIVITY TWO

Discuss the suitability of some of the facilities and services usually found in local communities for some of the communities in other parts of the world.

For example:

- Would a skating rink be suitable for a Tuareg community?
 Why or why not?
- Would a fire station have been suitable for a Blood Indian camp of long ago?

Have students think up examples of facilities and services usually found in local communities that would be unsuitable in other parts of the world because of cultural or environmental differences.

ACTIVITY THREE

Discuss: "Do all neighbourhoods or small communities in our country need the same facilities and services?" For example:

- Do all neighbourhoods need a school?
- Do all neighbourhoods need a hospital?
- Do all neighbourhoods need a shopping centre?

Discuss the implications for taxes if <u>all</u> neighbourhoods had major public facilities and services. Also discuss the reasons why major private facilities such as supermarkets would not be built in every neighbourhood.

ACTIVITY FOUR

Have students complete Student Sheet 10 (page 112) to indicate their decisions concerning facilities and services that all neighbourhoods or small communities should have. They should be reminded to think of all the neighbourhoods or small communities they have studied while completing the checklist. Have students discuss the reasons for their answers.

ACTIVITY FIVE

After discussing Activity Four, have students refer to their positive answers and complete a class list of the facilities and services the students think all communities should have.

F. APPLY THE DECISION

1. PURPOSE:

The purpose of this section is to encourage teachers and students to plan and carry out applications which logically follow from decisions made about the issue that was studied.

2. OBJECTIVES:

(a) Value:

- (i) To develop a positive attitude toward people with cultural backgrounds that differ from ours.
- (ii) To develop an understanding of alternative values that underlie the differing ways that people in communities around the world plan their community lifestyles.
- (iii) To develop an ability to identify contrasting views about
 the ways communities should be planned, and value preferences
 reflected in making a choice between those contrasting views.
- (b) Knowledge: Students will acquire the necessary information to be able to develop interpretations of the following concepts and associated generalizations:

(i) Institutions:

- All communities have institutions that reflect the values of the people who live there and help them to satisfy

their needs for safety, recreation, companionship, preservation of traditions, etc.

(ii) Human Needs:

- People in different cultures have the same basic needs but different ways of meeting them.
- In all cultures many of the social and economic needs of the people are satisfied within their local community.

(iii) Inquiry:

- In deciding how to plan a neighbourhood, people should consider alternatives and the effects of these alternatives on people. Factors such as location of the community, topography of the land, amount of land available, are taken into account by planners.
- Collecting information helps planners tell what consequences may result from the choice of one solution or another.

(iv) Environment:

- The way people live is related to geographic location and accessibility, and the particular time period in which they live.
- The choices made by people in adapting to (or in adapting) their environment depends on their values, wants, level of technology and on such physical factors as climate, water, soil, vegetation and landscape.

(c) Skill Objectives: Students will develop proficiency in the following skills:

(i) Inquiry Skills:

- Create a model of an ideal neighbourhood from the students' point of view.
- Apply the plan by building the model.
- Create a plan of action and methods of application of the plan to provide a service which seems to be lacking in the neighbourhood.
- Create a plan for reacting to proposed changes in the neighbourhood and development in the local area.
- Apply the plan if desirable and feasible by making authorities aware of class views.

(ii) Participation Skills:

- Express ideas clearly about what students like about a neighbourhood.
- Support ideas logically concerning the types of facilities and services included in their creation of a model neighbourhood.
- Interpret the feelings of others with regard to what is desirable in a neighbourhood.
- Prepare a position on the attributes of a world neighbour-hood and present it to the class.
- Prepare a position on class reactions to neighbourhood planning and present it to city or school board planners.
- Demonstrate a sense of sharing while carrying out the neighbourhood service.

3. TEACHING/LEARNING ACTIVITIES

ACTIVITY ONE

Help students to plan and build an ideal neighbourhood or small community (from their point of view) for an environment of their own choosing. Example: prairie, rain forest, desert, island (tropical), mountains, northlands, ocean, moon.

Help students establish an information base from which to begin their planning. Have them note the type of land, the climate, vegetation and animal life before making their plan.

First, the plan should be drawn as a simple outline map. Next, a desk-size model of the neighbourhood on a piece of cardboard should be built, using small building blocks, boxes, sticks, clay, plasticine, etc.

ACTIVITY TWO

Have students evaluate their model communities according to the facilities and services list they prepared in Activity Five (page 77).

Use Student Sheet 11 (page 113).

Have students evaluate each other's plans and models. Encourage them to offer constructive criticism.

ACTIVITY THREE

Tell students to think about their own neighbourhoods. What do they like about them? What don't they like? Record answers on a piece of

paper. Have the class pretend to be neighbourhood planners. Ask the class to suggest how these problems can be solved. Discuss each problem and see if they can plan a solution. Plan and carry out activities to show how the problem might be solved. (Example: litter collection, personality problems -- paper boys are mean, etc.)

ACTIVITY FOUR

Have students look around their neighbourhood and decide upon a service that is needed. Develop a plan for the service and carry it out. Choose one of the following or think up one of your own.

Examples:

- Dog-walking service. Set up plans and rules for the service and have students do this as a volunteer project for the neighbourhood.
- Clean-up service. Set up plans and rules for the service.

 Clean up a public area that needs it or volunteer your services to help some older people clean up their yards.
- Beautification service. Set up plans and rules for the service. Wash or paint an area which needs it. e.g. school fence, playground fence, park benches.
- Hospital visitation service. Set up plans and rules for the service. Plan a program and perform at an old folks home or hospital.

ACTIVITY FIVE

Have students look in the newspapers (under Public Notices) for drawings of proposed subdivisions, alterations and street closures. Ask students to cut out the notices and make a display. Discuss what they mean.

Invite a planner or city official to come to the class. Be on the alert for proposed changes in your neighbourhood. Find out from your local planning office what changes are planned.

ACTIVITY SIX

Obtain copies of proposed subdivision plans from land developers or planners. Take a field trip to the area to view the site. As a class discuss the proposal and prepare a joint reaction to be sent to the planner, developer, planning commission, etc. Since school boards are often asked to react to such proposals, a copy of the class reaction might be sent to the school board office.

ACTIVITY SEVEN

In order to inform parents about what students have learned in this unit and to make them aware of the facilities and services students think are important in neighbourhoods, involve students in planning and holding a festival. Some ideas to consider include:

- Using the recipes which were found for each country, have parent volunteers help small groups of students prepare the food for the festival.
- Have games and any songs you have found ready for demonstration at the festival.

- Have the children come dressed in one of the costumes of the areas studied. (Discuss costume possibilities, e.g., sheets, towels, ropes, crepe paper added to shirt and trousers, housecoats.) Use any things most homes have for costumes -- enlist parental help.
- Plan a program for the festival which might include game demonstrations, individual or group explanations of models which children constructed and display activity booklets.

G. EVALUATE THE DECISION, THE PROCESS AND THE ACTION

1. PURPOSE:

The students will evaluate what they have learned and what they have done to apply their learning. They will also decide if they wish to continue the inquiry by doing more case studies or to culminate the unit at this point.

2. OBJECTIVES:

(a) Value:

- (i) To develop a positive attitude about people with cultural backgrounds that differ from ours.
- (ii) To develop an understanding of alternative values that underlie the differing ways that people in communities around the world plan their community lifestyles.
- (iii) To develop an appreciation for the efforts of people in different cultures to make effective use of unique community resources.
 - (iv) To develop an ability to identify contrasting views about the ways communities should be planned, and to identify value preferences reflected in making a choice between those contrasting views.
 - (v) To develop ability in moral reasoning by systematically resolving the issue under study.

(b) Knowledge:

(i) Institutions:

- All communities have institutions that reflect the values of the people who live there and help them to satisfy their needs for safety, recreation, companionship, preservation of tradition, etc.

(ii) Human Needs:

- People in different cultures have the same basic human needs but different ways of meeting them.
- In all cultures, many of the social and economic needs of the people are satisfied within their local community.

(iii) Inquiry:

- In deciding how to plan a neighbourhood, people should consider alternatives and the effects of these alternatives on people. Factors like location of the community, topography of the land, amount of land available, are taken into account by the planner.
- Collecting information helps planners tell what consequence may result from the choice of one solution or another.

(iv) Environment:

- The way people live is related to geographic location and accessibility, and the particular time period in which they live.
- The choices made by people in adapting to (or in adapting) their environment depends on their values, wants,

technology and on such physical factors as climate, water, soil, vegetation and landscape.

(c) Skill:

(i) Inquiry Skills:

- Determine the value of the service provided.
- Decide whether to culminate inquiry or to extend it into new case studies.
- Assess the process of inquiry by evaluating what the students learned and how well the students like the unit.

(ii) Participation Skills:

- Express ideas clearly about what the students liked about a neighbourhood.
- Choose an appropriate model for decision making.

3. TEACHING/LEARNING ACTIVITIES

ACTIVITY ONE

Have students complete Student Sheet 12 (page 114) concerning the service they planned and provided in their neighbourhood. Discuss the results in class. Pictures may be painted or drawn to show the results of this service or how the service was performed.



ACTIVITY TWO

Give students the opportunity to: (1) do another case study (Switzerland, New Zealand sheep station, Medieval town in Britain); (2) build another model community; or (3) end the unit after the next few activities.

Discuss with the class how this decision could be made by consensus, by majority vote, or by an authority (teacher). Students should try to bring out the pros and cons of following each of the possible procedures and select one by majority vote.

ACTIVITY THREE

Use Student Sheet 13 (page 115). This is an evaluation of concepts and generalizations. Read each statement to the students and have them place an "F" or "T" on the line. Do not tell them the answers. Read each statement, give them time to print a letter and go on to the next question. Upon completion, collect and mark. These are the correct answers:

- 1. T 5. F 9. T 13. T 17. F
- 2. F 6. T 10. F 14. F 18. F
- 3. F 7. F 11. F 15. T 19. F
- 4. T 8. T 12. F 16. T 20. T

ACTIVITY FOUR

Use Student Sheet 14 (page 117). This is an evaluation of the concept of Human Needs. Discuss the difference between needs and wants. Tell students to print words from the bottom of the page in the "Need" box if they satisfy a need (something you must have to stay alive), or if the service or facility only satisfies a want, print it in the "Want" box.

Have students discuss answers upon completion of this activity. Accept all answers they can justify.

ACTIVITY FIVE

Have students play the game described on page 212.

ACTIVITY SIX

NOTE: Make another copy of Student Sheet 5 (page 104). You will also need to find the matching activity the children did in the Opener in which they glued the child beside the neighbourhood.

Have the students cut out the people again and glue them in the correct space on the right side of the neighbourhood sheet.

Have them compare this with their previous attempt. Now tell the students the correct pairing after they complete their gluing. Note changes in their performance.

ACTIVITY SEVEN

Have students complete Student Sheet 15 (page 118) on assessing the process. Students are to place an X on the face which best suits their feelings. Students should also do the sentence completions.



APPENDIX A

Student Activity Sheets

Print the name and draw a picture of something that could be built in your neighbourhood to help you meet your needs.

FOOD	HEALTH
CLOTHING	SAFETY

STUDENT SHEET 1 (continued)

SHELTER	RECREATION
EDUCATION	BEAUTY

Cł	neck	(√)	th	e nee	eds	you	can	sat	isfy	right	in	your	own	
n€	eight	ou	rhc	od.	For	c th	ne n	eeds	you	chec	ked,	prin	t the	name	of
a	faci	ili	ty	in	your	nei	ighb	ourh	ood	which	sati	sfie	s the	need.	•

 Education	
 Food	
 Shelter	
 Clothing	
 Fun	
 Beauty	
 Safety	
Health	

Be ready to tell your teacher why you think these answers are correct.

MAP 4

Food

Education

Safety

STUDENT SHEET 3

What does the planner think is most important? Put check						
marks	(✓) before all	the needs which	you can see are met.			
MAP 1						
	Food	Health	Clothing			
	Education	Shelter	Transportation			
	Safety	Recreation	Beauty			
MAP 2						
	Food	Health	Clothing			
	Education	Shelter	Transportation			
	Safety	Recreation	Beauty			
MAP 3						
	Food	Health	Clothing			
	Education	Shelter	Transportation			
	Safety	Recreation	Beauty			

Health

Shelter

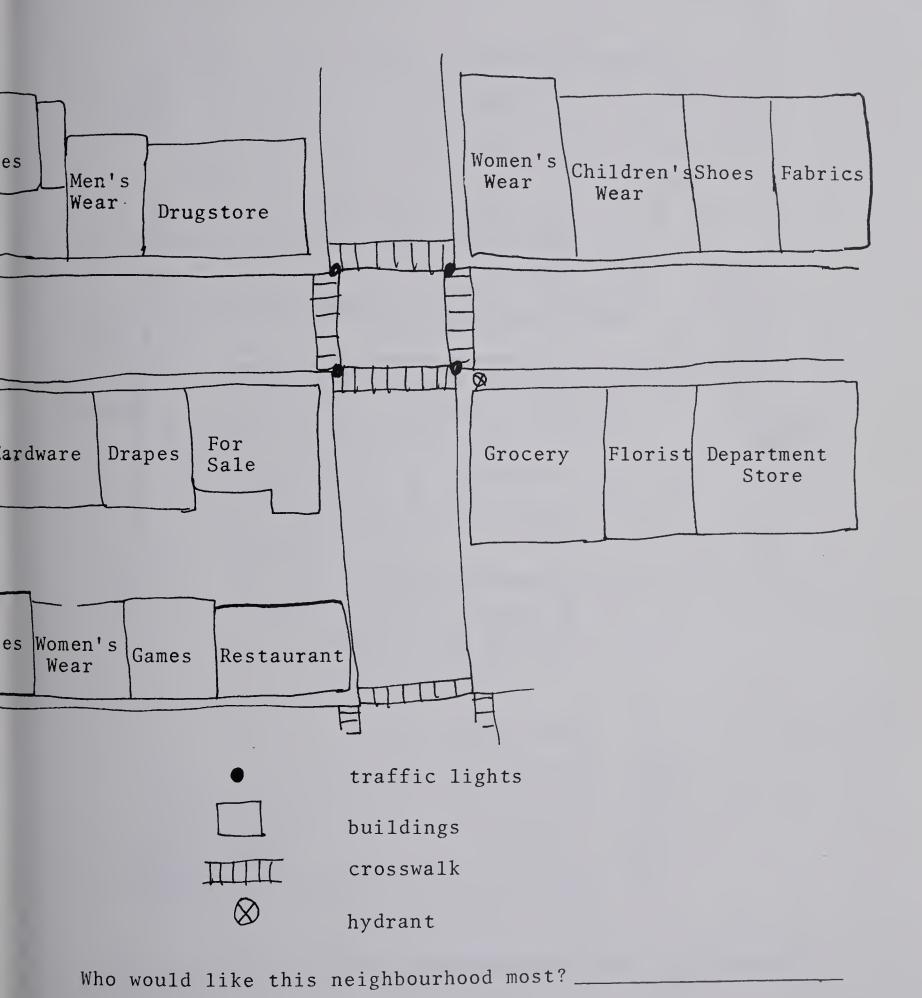
Recreation

Clothing

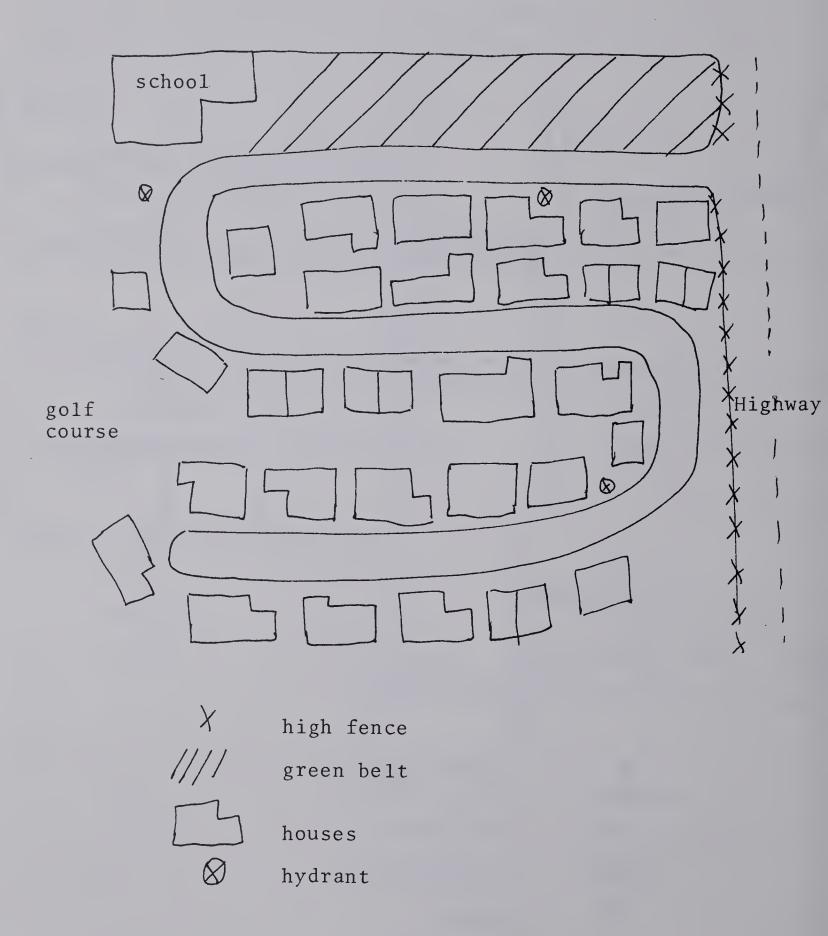
Beauty

Transportation

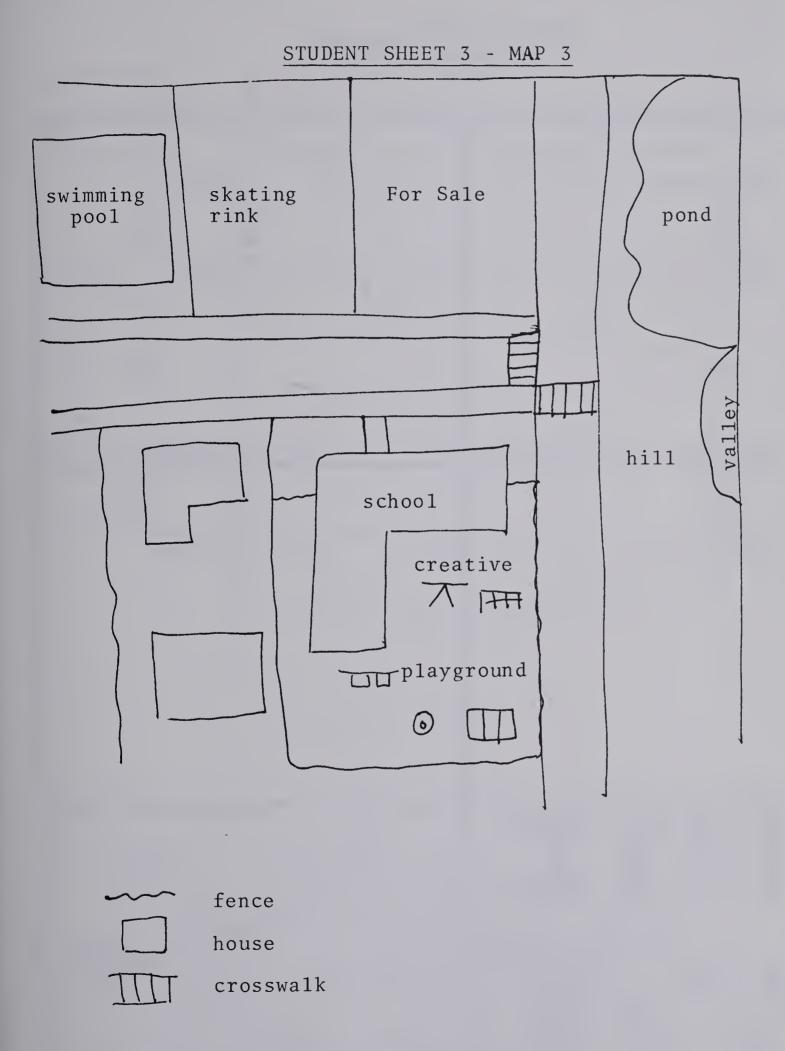
STUDENT SHEET 3 - MAP 1



STUDENT SHEET 3 - MAP 2

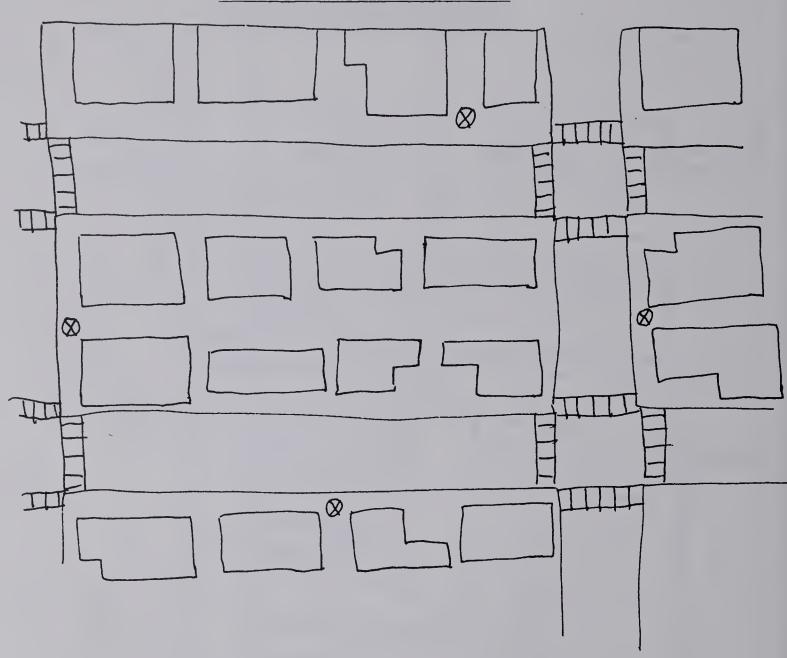


Who would like this neighbourhood most?



Who would like this neighbourhood most?

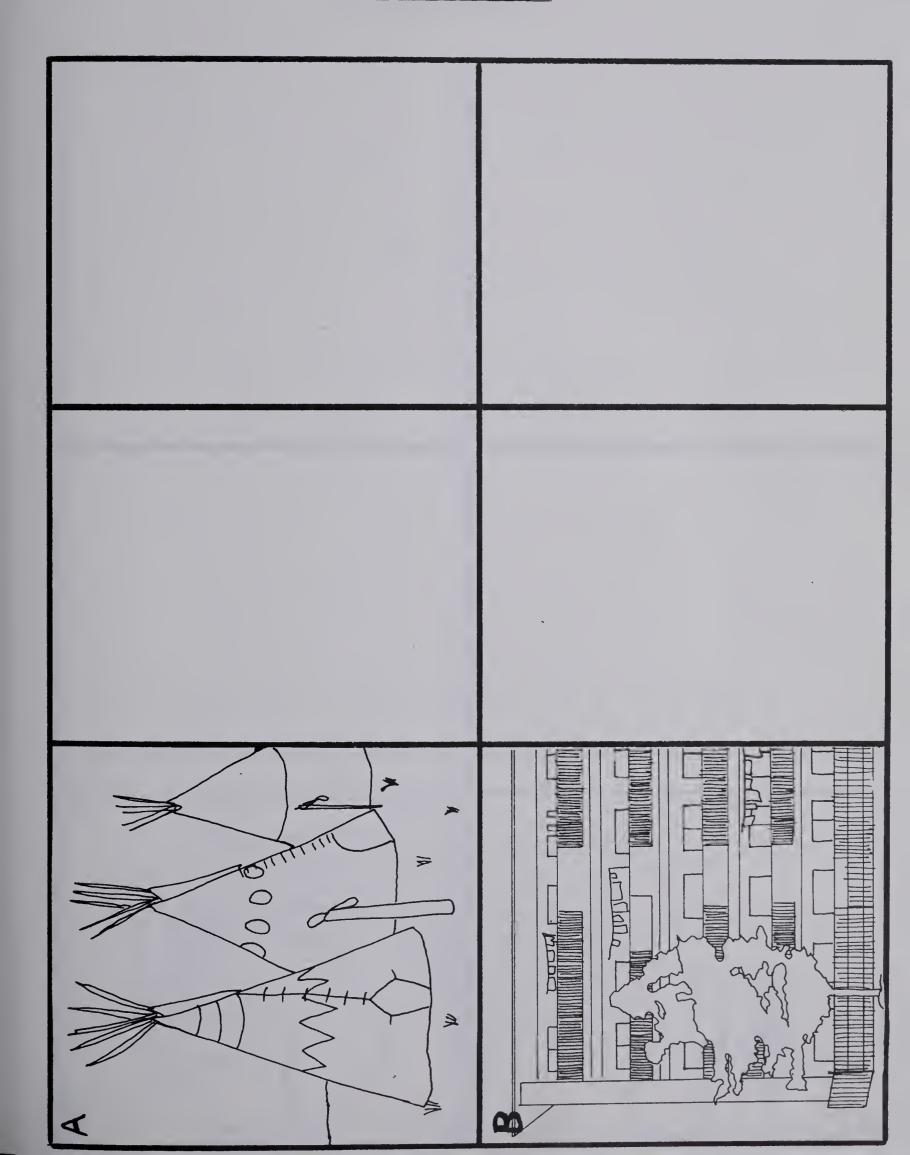
STUDENT SHEET 3 - MAP 4



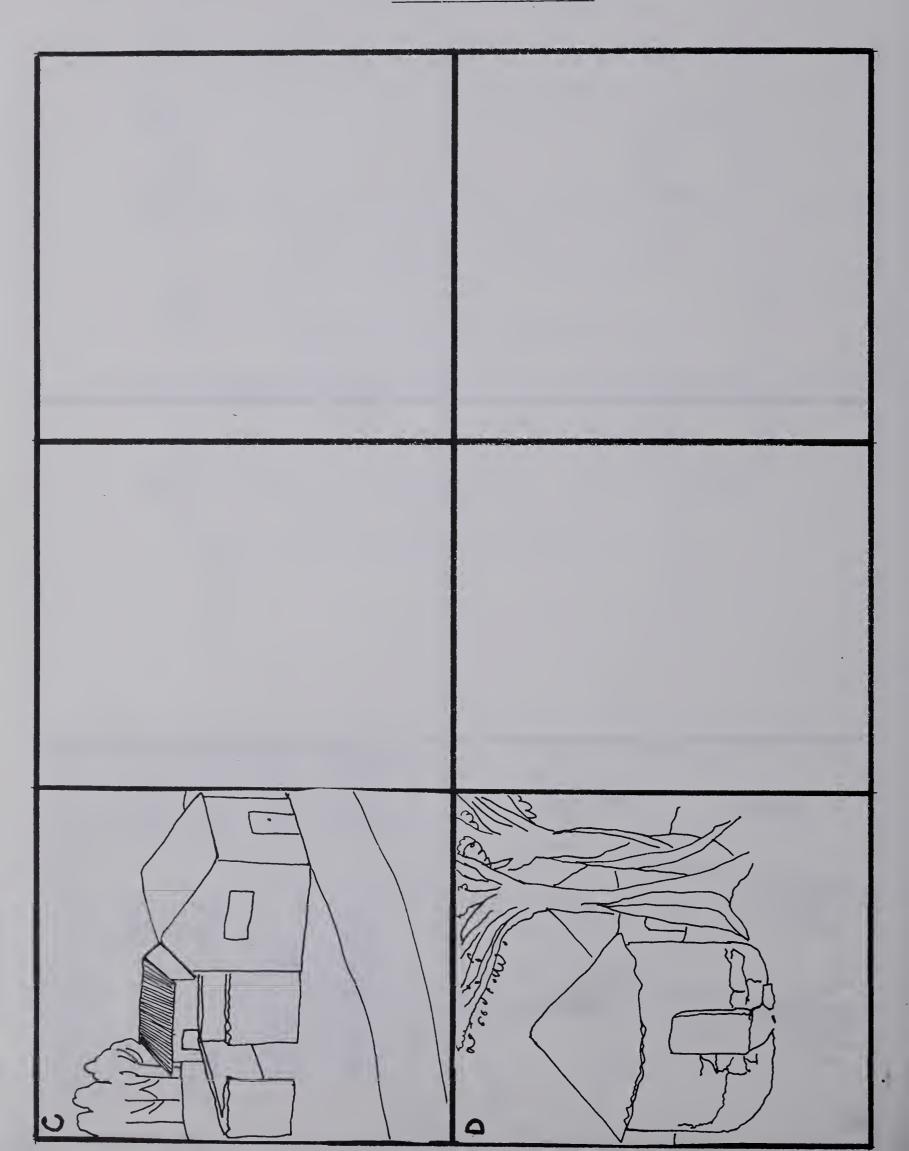
hydrant
building
crosswalk

Who would like this neighbourhood most?

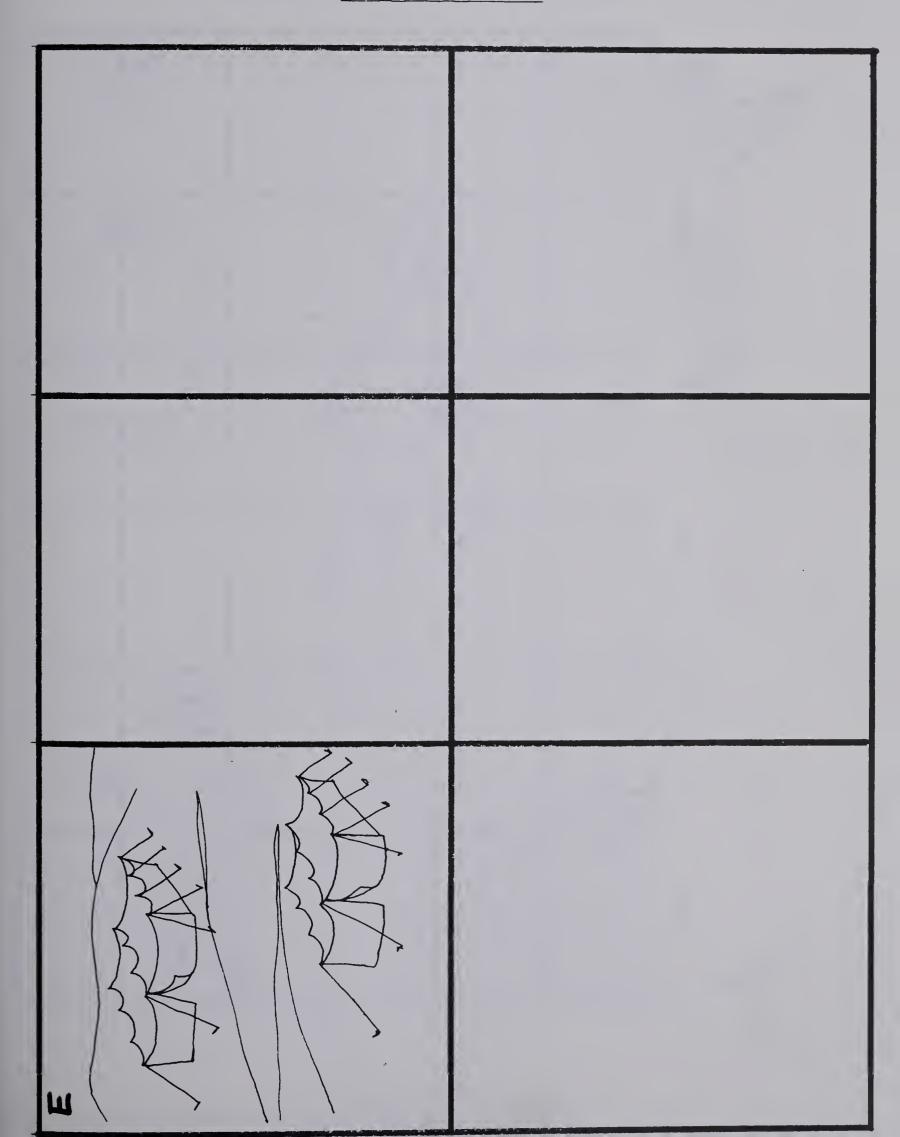
STUDENT SHEET 4a

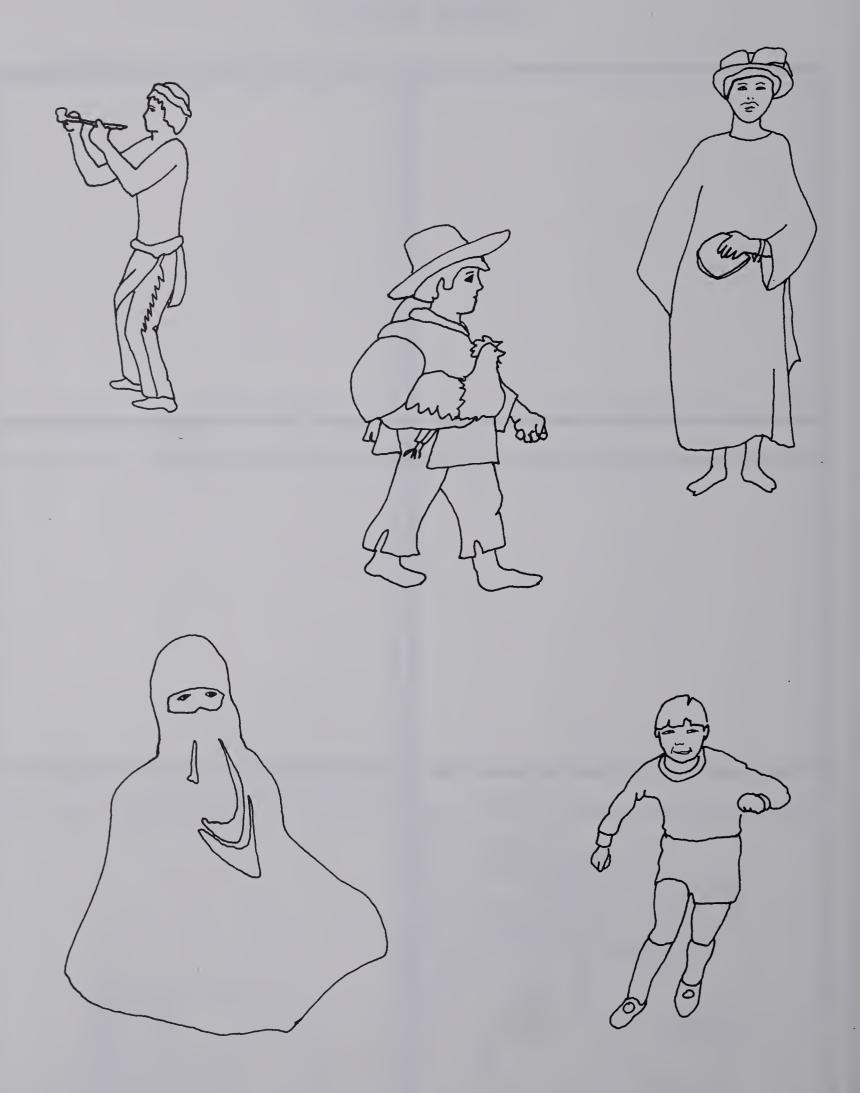


STUDENT SHEET 4b

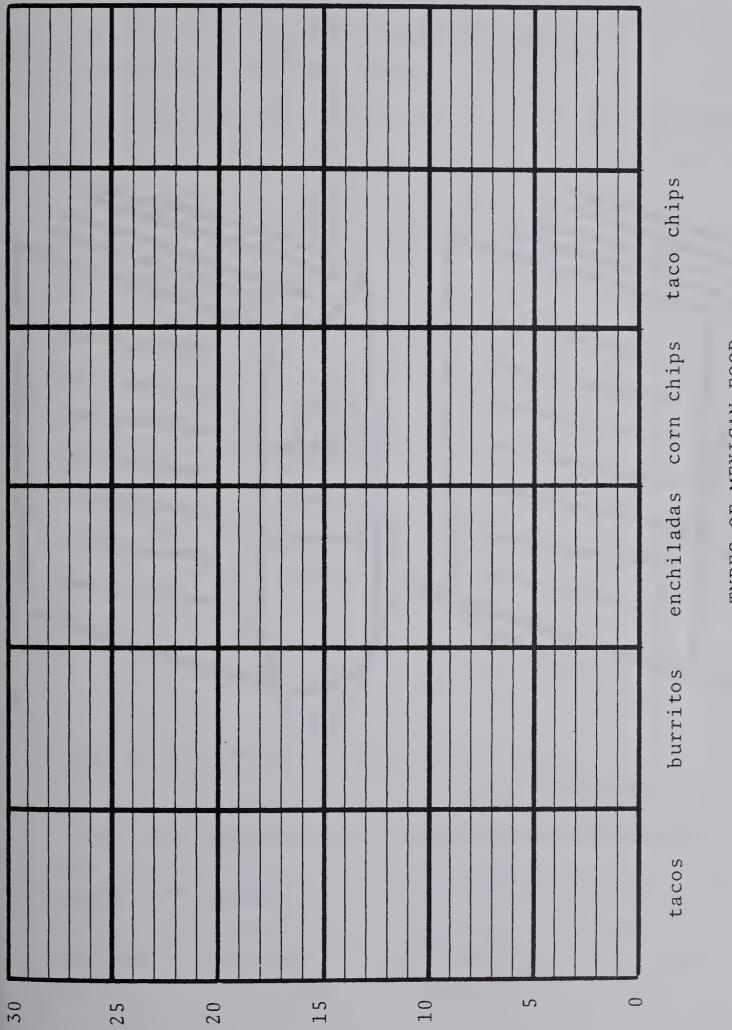


STUDENT SHEET 4c





STUDENT SHEET 6 - MEXICAN FOOD

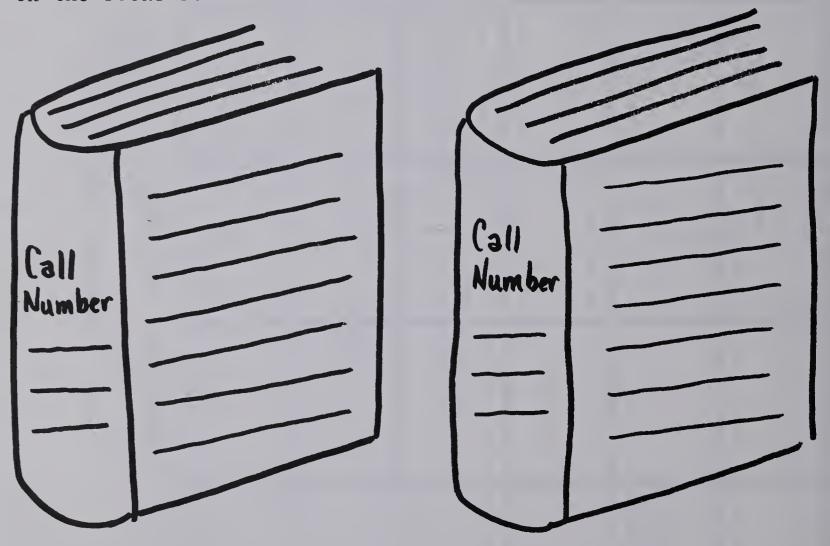


TYPES OF MEXICAN FOOD

NUMBER OF CHILDREN WHO HAVE TRIED FOODS

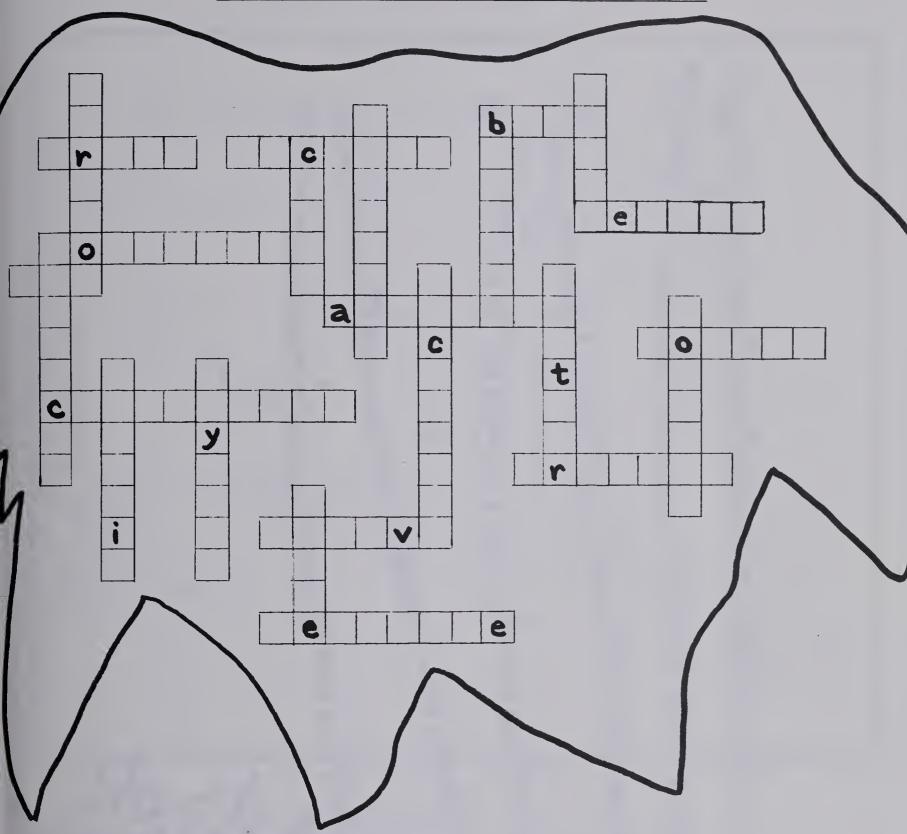
STUDENT SHEET 7 - LIBRARY RESEARCH

Go to the library. Find the Subject Index in the card catalogue. Find two books on Japan. Write the call number, the author and the title for each book. You may write this on the books below.



- 1. Look at the pictures in the books. How many pictures of homes do you see?
- 2. How many different pictures of transportation can you find?

Native People of Long Ago - Blood Tribe



Print the words on the skin in the correct places.

her	coyotes	native	leather
warrior	travois	antelope	teepee
1ance	council	tribe	porcupine
adult	pow-wow	band	chief
relative	rectangle	buffalo	medicine
prairie	ceremonies	pemmican	society

START:

Ibadanmarketcarversrainforestsmammywagon Obachocolate cassava weaversdrummers yam Ayo relatives compound bombastall humid story tellers

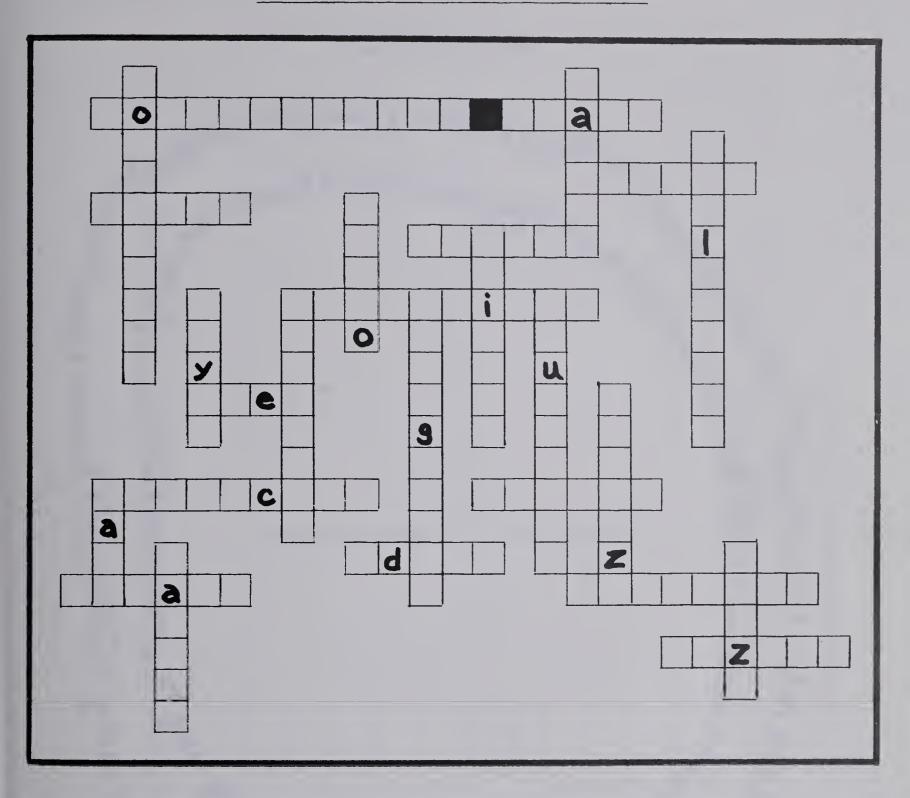
clothfireaterscocoaruler fan bearerharrest Yam Festival

Pottersgariuniform taxiassembliesseason Ronke riddles rhythm bandtaleswives tailors dyers strongmen errands

Circle the words you know to help find

your way to the rain forest.

STUDENT SHEET 8c - MEXICAN TOWN



Print these words in the puzzle.

zocalo	burros	market	cactus
fountain	equipment	crafts	lizards
government	Mestizo	tortillas	adobe
graze	fiesta	taco	plaza
crops	mariache	fertilizer	cobblestones
terracing	dances	irrigation	mayor
oxen	bullfights		

STUDENT SHEET 8d

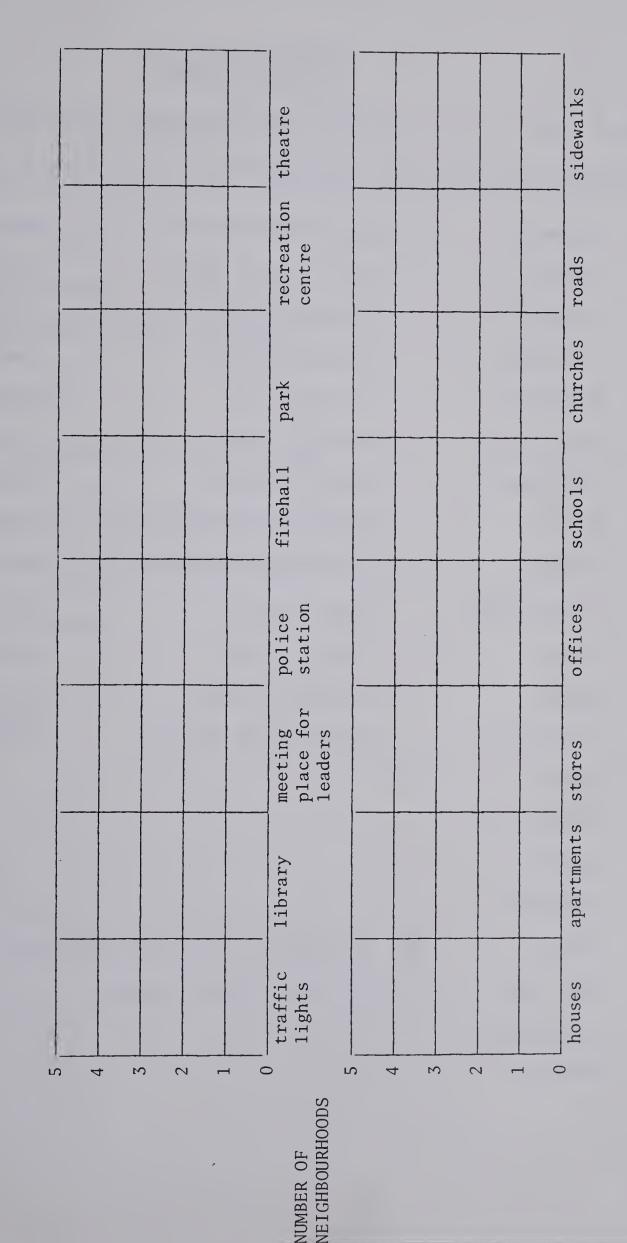
STUDENT SHEET 8d

STUDENT SHEET 8d

Subway docks ear thquater to the series of the

STUDENT SHEET 9

NUMBER OF NEIGHBOURHOODS WHICH HAVE PLANNED FOR BUILDINGS AND FACILITIES



NUMBER OF

PLANNED BUILDINGS AND FACILITIES

Check (\checkmark) on the line all the buildings, facilities or services you feel all neighbourhoods should have.

 schools		movie theatre		dentist
 houses		shoe repair shop		tent
 teepees		grocery store		letter writer
 churches		swimming pool		traffic lights
 market		storyteller		strong men
 playground		skating rink		street lights
 policemen		snake charmer		street cleaners
 chief		underground trains		roads
 firemen		sword swallowers		traffic signs
 restaurant		mammy wagons		musicians
 artist		camel herder		clothing store
 buses		furniture store		offices for
 sidewalks		street food stalls		government workers
 park				
 drugstore				
trains				
 farmers				
 taxis	Add	any others you feel	should	d be added
 day care	to 1	the blank spaces abov	e.	
 musicians				
 doctor				

HOW WELL DID I DO?

Circle 5 if you did very well. Circle 3 if you did quite well. Circle 1 if you did not do this well.

- 1. I found information about the place in 5 4 3 2 1 the world and I built my model.
- 2. I drew a map. 5 4 3 2 1
- 3. I made my model just like my map. 5 4 3 2 1
- 4. I included all the services the class 5 4 3 2 1 thought all neighbourhoods should have.
- 5. I did neat work. 5 4 3 2 1

Add up. Total =

Comments:

HOW WELL DID I DO?

Circle 5 if you did very well. Circle 3 if you did quite well. Circle 1 if you did not do this well.

1.	I thought of a service the class	5	4	3	2	1
	could do.					
2.	I helped plan the service we did.	5	4	3	2	1
3.	I worked with my group.	5	4	3	2	1
4.	We finished the service.	5	4	3	2	1
5.	People in our neighbourhood thought the service we did was useful.	5	4	3	2	1
6.	We did a good job.	5	4	3	2	1
	Add up. Total =					

Comments:

riinc	1 .	for true and r for raise.
	1.	All people have the same needs.
	2.	All people get their food and clothes in the same way.
	3.	All neighbourhoods have everything people want.
	4.	Many needs are satisfied right in the neighbourhood or community.
	5.	Everyone lives in a desert.
	6.	If people cannot buy building materials from a store, they build their buildings from material that they can find.
	7.	Some groups of people use the same kind of land in different ways than other groups of people.
	8.	All neighbourhoods have lots of land.
	9.	All neighbourhoods are built in cold places.
	10.	All houses are the same.
	11.	All neighbourhoods or communities have a place for their leaders to meet.
	12.	Children do not learn anything if there is no school in their neighbourhood.
	13.	All neighbourhoods are planned or have been planned by someone.
	14.	Planners should find out how much land there is in an area before planning a neighbourhood.
	15.	Whether land is hilly or flat does not matter to a planner.

 16.	All neighbourhoods are planned by trained planner
 17.	The buildings and facilities in a neighbourhood
	and the way they are arranged show what the peopl
	think is important.
 18.	Some neighbourhoods have been built the way they
	are because it is a tradition to build them that
	way.

s.

е

NE	ED	WANT				

grocery store pet shop doctor food bicycle repair shop dentist clothes hamburger outlet gas station friends police house planner mi1kman water playground school

Put an "X" on the face that tells you how you feel about the things you did while learning about the "World Neighbourhoods".

•••	

Doing the service for others.		
Having the festival.		
Think about the things you learned.		
The thing I didn't like at all was		
I wish we could have learned more about		



APPENDIX B Stories and Vocabulary List

NATIVE PEOPLE OF LONG AGO - THE BLOOD TRIBE VOCABULARY

The checked (\checkmark) words are used in the vocabulary puzzle.

People

✓ native ✓ buffalo herd claws

✓antelope ✓porcupine quills hooves

✓ tribe ✓ medicine man ✓ chief

provide Great Spirit ✓warrior

skinned Dog Soldier 🗸 lances

✓ pemmican
✓ teepee
✓ ceremonies

turnips chewed tobacco

herbs sinew ✓ relative

tanned decorate ✓ adult

✓ leather

Environment

✔prairie prairie dogs teepee

grassland buffalo herd shelter

✓ coyotes insects
✓ travois

Buildings and Facilities

teepee decorate celebrations

buffalo medicine bag chief

Planning Planning

travel elected protection

protected chief council

✓pow-wow
✓rectangle
sandstorm

teepee ring

NATIVE PEOPLE OF LONG AGO - THE BLOOD TRIBE PEOPLE

This story is about a boy who lived long ago. He lived before the horse and the white men had come to his land.

Hello, my name is Little Antelope and I am a member of the Blood Tribe. My relatives and I move together in a group called a band around our tribal lands. We follow buffalo herds. Buffalo provide us with our food, clothing and shelter. Hunting groups go out hunting when meat and skins are needed. When the animal is brought back to camp it is skinned and the meat is cut into strips. It is hung on drying racks to dry. The dried meat is pounded with fat and berries to make pemmican. Fresh meat is used in soups or stews. We also eat berries, wild turnips, roots and herbs. We eat once a day. Women teach girls to help them do the cooking, sewing and setting up the camp. Some men also sew and cook in the camp because it is what they want to do.

Animal skins are cleaned and tanned to make leather.

The leather is used for our teepees and clothes. Leather is chewed to make it very soft. Bones are used as sewing needles and sinew as thread. We decorate our clothes with porcupine quills, animal tails, shells, claws, feathers and hooves.

Chiefs, medicine men, and Society members wear headdresses.

The feathers show the brave deeds they have done in war or while hunting.

Societies are clubs which boys may join when they grow up. Boys usually join the Society their father belongs to.

My father belongs to the Hunting Society. If I decide to join another Society when I grow up I must find someone who will teach me the rules of that Society. Warriors, hunting and medicine are three of the Societies. Men who are the policemen of our tribe belong to the Dog Soldier Society.

When the work is done we like to play games. War is a kind of game. Warriors fight by touching each other with lances to show their bravery. After these fights they get feathers for the brave things they did. When a brave has thirty feathers he can wear a war bonnet. We have other games too. Maybe you can learn to play some of them.

I like to listen to the storytellers who tell us about the past. We learn about the Great Spirit. We believe that all living things have souls. We have special ceremonies each year to ask the Great Spirit or other gods for help. We sing, dance and use drums, rattles and bone whistles for music. When visitors come to camp, men sometimes smoke tobacco. We get tobacco by trading skins or decorations with other Indians.

When I was born I was given the name Little Antelope by a relative. A special time for me will be when I get my adult name. A medicine man will choose it for me. I wonder what it will be? Can you think up a good adult name for me?

Things To Do

Lit	tle Antelope lives in a group called a		
It	is part of the Blood Tribe.		
Buf	falo are used for,		
	·		
The	men's clubs (Societies) are		

Wom	en and girls do the work in camp.	No	Yes
Men	do the hunting.	No	Yes
Tee	pees are made of cloth.	No	Yes
Dog	Soldiers are dogs.	No	Yes
Long	g ago warriors killed each other.	No	Yes
A11	men wear war bonnets.	No	Yes
Re 1	atives live together.	No	Yes
The	band moves around the tribe's area of the	prairie	e to

6. Make a headband and glue one feather onto it. Think up a good Indian name for yourself and print it on your headband.

NATIVE PEOPLE OF LONG AGO - THE BLOOD TRIBE ENVIRONMENT

The prairie is a huge grassland which has trees and bushes found only near water. There are few rivers or lakes on the prairie. Buffalo, antelope, prairie dogs, coyotes and many kinds of birds and insects live on the prairie.

We live in teepees made of buffalo skins which are easy to move. On travois we carry meat, firewood, small children and people too old to walk. They carry everything we own. Dogs and people pull the travois. We must follow the buffalo herds around the prairie.

Our teepees shelter us from the cold and snow in the winter months. Most cooking is done outside over a fire but in bad weather we cook inside our teepee. Our summers are very dry and hot. We use lighter antelope skins for our teepees in warm weather.

1.	Blood people live in a jungle.	Yes	No
	Water is easy to find on the prairie land.	Yes	No
	Buffalo skin teepees are easy to move.	Yes	No
	Teepees protect us from cold winter winds.	Yes	No
	Summer is dry and hot.	Yes	No
•	We usually cook over outdoor fires.	Yes	No
2.	Blood people follow buffalo herds because		

NATIVE PEOPLE OF LONG AGO - THE BLOOD TRIBE BUILDINGS AND FACILITIES

We live in teepees made of buffalo skins. Tree poles are set into the ground and tied near the top. The women tie skins to the poles. Men decorate the teepees with paintings of hunting, fighting or dreams. A medicine bag hangs on a pole in front of the teepee. We believe it protects our family from evil.

The Council teepee is where the leaders of our band meet to talk about moving, hunting, fighting and ceremonies. It is usually larger than the other teepees.

We meet around the fires to hold celebrations, listen to stories, sing and dance. We play games in the fields near the camp.

1.	Our homes are called	They	are	made
	of			
2.	Women decorate the teepee.	Yes	No	
	Men put up the teepee.	Yes	No	
	Medicine bags hold medicine.	Yes	No	
	The Council teepee is small.	Yes	No	
	Games are played in playgrounds.	Yes	No	
3.	Band leaders meet in the			to
	talk about camp life.			
4.	Blood Indian people have fun			•
	(around the fire, in the Council teepee)			

NATIVE PEOPLE OF LONG AGO - THE BLOOD TRIBE PLANNING

Blood people have lived this way for hundreds of years. We travel the prairie following the buffalo herds. Our chief tells us when we should pack up and move and where we will camp. We like to find a protected place in the winter as close to water and the buffalo herd as we can. In the spring all the bands of our tribe meet to have a pow-wow. Our band has its own place in the teepee ring. The head chief of our tribe decides where we should put up our teepees. The Council teepee is in the middle. The band chiefs and the tribal chief meet to plan the life of our whole tribe. The tribal chief is elected by the band chiefs during the pow-wow. We sing, dance and visit with old friends at this time. Pow-wow is a very happy time.

Things To Do

1.	This neighbourhood is not planned.	Yes	No
	The Chief tells the people where to camp.	Yes	No
	The band moves when it wants to.	Yes	No

2.	The	Blood	people	1ive	1ike	this	because	

(they like to, they have always lived this way)

TUAREG OF THE SAHARA DESERT PLANNING A MOVEABLE NEIGHBOURHOOD

Our chief tells us when we must move our camp. Our chief has a Council of men from our tribe who meet with him in his tent to discuss problems and when and where to move.

Scouts are sent ahead to find grass and water. When the chief decides on a camp site, the women set up the tents. The tents are set up in a rectangle for protection, and we camp as close to water as we can. We try to camp in a place protected by hills or in a small valley. Long ago Tuareg camps were raided by other people. To protect themselves, Tuaregs camped in a rectangle. The animals are tied near the camp. The small animals are closest to the camp while the larger ones are on the outside. They protect each other from the cold, strong winds and sandstorms.

Things To Do

1. The decides when and where to move. 2. No one plans this neighbourhood. Yes No The camp is set up in a rectangle Yes No for protection. The animals stand in the desert all night. No Tuareg people move around the desert Yes No looking for stores.

The council has men and women.	Yes	No
The council helps the chief with problems.	Yes	No
There is a special council tent.	Yes	No

YORUBA NEIGHBOURHOOD IN NIGERIA VOCABULARY

The checked (/) words are used in the vocabulary puzzle.

People

Ronke

mammy wagon

✓ stall

✓ Ibadan

squeeze

✓ cloth dyers

✓ Yoriiba

exciting

✔ potters

✓ cassava

✓ weavers

✓ tailors

ōkră

✓ cloth

✓ carvers

√ cocoa

bean cakes

blacksmiths

√ yams

errands

✓ gari

peppers

✓ drummers

antelope

chocolate

✓ strongmen

groundnut

mangoes

✔ fire-eaters

✓ uniform

✓ market

Environment

surrounded

✓ humid

clear the land

✓ rain forests

√ season

Buildings and Facilities

English

pavement

√ Ayo

√ assemblies

riddles

✓ rhythm band

checkups

✓ storytellers

health worker

market

√ tales

√ mammy wagon

√ taxi

<u>Planning</u>

√ wives

√ relatives

√ compound

directions

garbage

traffic

rush hour

council

√ Oba

decisions

solve

problems

✓ ruler

chosen

priests

fanbearer

✓ Yam Festival

masked dancers

✓ harvest

YORUBA NEIGHBOURHOOD IN NIGERIA PEOPLE

Hi, my name is Ronke. I live in Ibadan, Nigeria. This city of the Yoruba tribe is almost as big as Calgary or Edmonton. My relatives live near me but many years ago all relatives lived together in one yard. They help my father with the farm. We live in the city but my father is a farmer. Most of the people in our neighbourhood farm land just outside the city. The farmers grow corn, cassava, yams, okra and peppers. Some farmers pick the cocoa pods from the cocoa trees in the forest. Cocoa is used to make chocolate. They also pick bananas, mangoes, lemons and oranges. These foods are sold in the market.

People of my neighbourhood shop in the market every day.

Farmers bring their food to sell. People bring animals and crops to market. They come by foot, bus or mammy wagon.

Mammy wagons are big trucks. We must squeeze in tight to make room for all the people who ride in the truck on market day. The bumpy, noisy ride can be very exciting.

The market is a very busy place. Farmers sell their crops. Weavers work in the market making cloth. Cloth for men is made by men. Women's cloth is made by women. Women run most of the shops. My mother makes bean cakes here. I help her as much as I can. I carry trays of the cakes to sell

around the market. My brother does errands for my mother and father. When he is finished he likes to watch the drummers, strongmen and fire-eaters in the market. He also likes to walk around the market looking at the other stalls. He would like to have a stall of his own some day. Some men have stalls that sell knives, radios and hardware. Other stalls have bicycle repairmen, barbers, shoemakers, cloth dyers, potters, hairdressers, tailors, carvers, leather workers and blacksmiths.

My mother and I cook for our family. We also do the daily shopping in the market. We eat two meals a day. For breakfast we have soup and gari. Gari is fried cassava pulp which is mashed up root of the cassava plant. Our food is very hot and spicy. Supper could be the same as breakfast. If we are lucky we have meat. Meat costs a great deal of money. Sometimes my father hunts and we eat antelope. We also like to eat groundnut stew, fried bananas, bean, corn and nut cakes. We drink chocolate or tea. I must go to the neighbourhood water tap to get the water we need each day.

My mother and I also make our family's clothes. We buy cloth in the market. Most people in my neighbourhood wear Yoruba clothes. Some people like to wear clothes the same style as yours. These clothes may be bought in the market. School children must wear uniforms - a blue shirt and white shorts or skirt. Blue is our favourite colour, but we also

like red, green and yellow. At special times, whole families wear the same material and colour. Does your family ever wear matching clothes?

1.	Circle	a11	the	jobs	people	do	in	red.
----	--------	-----	-----	------	--------	----	----	------

- 2. Circle the foods the Toruba people eat in blue.
- 3. Ronke belongs to the _____ tribe. She lives in
- 4. Ronke lives with her relatives. Yes No Ronke's relatives live near her. Yes No Relatives used to live together. Yes No
- 5. Underline in brown where the Yoruba people get their clothes.

YORUBA NEIGHBOURHOOD IN NIGERIA ENVIRONMENT

My city, Ibadan, Nigeria, is surrounded by rain forests.

Rain forests have many plants and animals. They are very
wet, hot and humid. It rains a little every day. More rain
falls in the winter. Winter is the rainy season. Farmers
must cut down parts of the rain forests to make their farms.

Every few years the fields are not planted. This is done so
that the soil has time to become good again for farming.

Forest then grows on the farmland so the farmer must clear the
land again before he can plant crops.

Our cool mud houses protect us from the heat. Trees shade the houses from the sun and rain. Our house is near the edge of Ibadan. My father and our friends and neighbours helped build it. They shaped mud into blocks and let them dry in the sun. Trees are used for the house frame and the mud bricks are piled on top of each other for the walls. Mud and trees are easy to find here. Our house had to be built in the summer which is the dry season. An iron roof hangs over the walls to protect them from the rain. Do you think you would like to live in a mud house?

1.	The land around Ibadan is covered by _			•
	There are (few, many) trees and animal	s. It	is like	e a
	jungle.			
2.	Homes are built of	and		
	because			•
7	The dan is yeary sold		Yes	No
٥.	Ibadan is very cold.		165	NO
	Ibadan gets lots of rain.		Yes	No
	Mud houses are cool.		Yes	No
4.	The trees protect the houses from			_ and
	Iron roofs protect	t the	houses f	From
	•			

YORUBA NEIGHBOURHOOD IN NIGERIA BUILDINGS AND FACILITIES

Most of our buildings are close together and made of mud. Our school is also made of mud. School is free for all children until they are twelve. Most children quit school then. To go on in school we must take tests, and pay money. Only those who do well in these tests get into high school. We learn English in Grades One, Two and Three. By Grade Four we speak English at school all day. I like to learn English, but I must study very hard. I also like to play in our school rhythm band. We play for our assemblies which we hold outside. Doctors and other health workers come to our school from time to time to give us checkups. Do health workers such as doctors and nurses come to your school?

After school my brother and I go to the market to help my mother. The market has some stalls where people sell food, clothing and other things people want. Many people sell these things from blankets laid on the ground. The market is a noisy, crowded place. People walk to the market or come by bus, mammy wagon or taxi. We travel by bus sometimes to the bigger stores downtown.

Most of the streets are dirt. There are some roads which have pavement down the middle. The cars travel on this pavement, but if they meet another car someone must move off

the pavement. Taxi drivers don't like to move off the pavement. They drive very fast, honking their horns all the way

At night the people in our neighbourhood meet near the market. We talk, tell riddles and hear stories told by the storytellers. From their tales, we learn lessons and also learn about the Yoruba people. Sometimes we play games. Ayo is a game we play on a wooden board that looks like an egg carton. We learn many other games at school. Tag and hide-and-seek are two games we like to play. Do you play them too?

Things To Do

1.	Circle	a11	the	names	of	buildings	in	red.

2.	Some streets are made of	Other	
	streets have		
3.	The buildings are close together.	Yes	No
	People have fun in the market.	Yes	No
	There are no stores in Ibadan.	Yes	No
	Children learn from the storytellers.	Yes	No

4. Draw a picture of another game you play that you think Yoruba children might also play.

YORUBA NEIGHBOURHOOD IN NIGERIA PLANNING

My father's family lives close to us. Many years ago, relatives lived together in one yard. It was called a compound. The compound had high mud walls around it. The walls were used to protect the people from wars which took place at that time. Most walls have now fallen down or been torn down. Today families like to have their own house away from relatives. There are no rules or laws as to where houses can be built, so people build on any scrap of land they can find.

The city is very crowded. Health, garbage and traffic are big problems. Streets go in many directions. They are made of packed dirt or gravel or pavement down the middle of the road. The roads are crowded but the people still like to travel very fast. Rush hour in Ibadan is called "The Go Slow".

No one planned the city long ago so there are many problems. When relatives lived together the head of the family told everyone where to build in the compound. Now people build wherever there is room. Newer areas of Ibadan are being planned better. A council helps the Oba make decisions, laws and solve problems. The Oba is our ruler. Each Yoruba city has a ruler. He is chosen from the royal family by

chiefs and priests. Our neighbourhood has a chief who belongs to the council.

The Oba comes to our festivals dressed in beautiful clothes. He walks under an umbrella with a fan-bearer following him. At the Yam Festival, children dance for him. There are many drummers who play for the masked dancers. Everyone dances through the streets, following the drummers. Children get money from the people when they dance for them. Harvest is a happy time because families have money. Do you think you would like to take part in our Yam Festival?

Things to Do

Yes Ibadan is not well planned. No 1. Family leaders planned the neighbourhoods Yes No long ago. Today people build houses wherever they can find land because there are no rules or No laws about where they can build. Yes Ibadan is not crowded. Yes No

√ mayor

A MEXICAN TOWN VOCABULARY

The checked (\checkmark) words are used in the vocabulary puzzle.

<u>People</u>			
Damaso	government	irrigate	√ bullfights
Theresa	√ grazing land	√equipment	√ market
San Miguel de Allende	√ crops	✓ Mestizo	√ crafts
central plaza	barley	√ fiesta	umbrellas
square	√ terracing	✓ mariache band	√ tortillas
√zoca1o	√ oxen	rhythm band	√ taco
√ fountain	√ burros	√folk dances	adios
	fertilizer		
Environment			
√ fertilizer	√ cactus	√ adōbē	
√ irrigation	√ 1izards	grinds corn	
Buildings and	Facilities		
central plaza	Roman Catholi	c √ cobblestones	English
zōcălō	government	pavement	Spanish
<u>Planning</u>			
√ government	town council	settlers	businesses

Spanish towns central plaza

A MEXICAN TOWN

PEOPLE

Hi, my name is Theresa. I live in San Miguel de
Allende, Mexico which is a town northwest of Mexico City. I
live close to the center of this old town. Most Mexican towns
are built around a central plaza or square which is like a
patio called a zocalo. The zocalo usually has a fountain.
In some towns people still get their water from these fountains. We have running water in our house so I do not have
to carry water like my mother did when she was a girl. I help
my mother with the work at home because my sister Maria and
brother Damaso are too small to help. I look after them while
my mother works.

My father works on a farm near our town, which the government owns. All the farmers use the grazing land for milk cows. Each man has his own field for crops like corn, wheat and barley. Some fields are built into the side of the hills like steps. This is called terracing. Terraced fields are plowed using oxen or burros. Our land is very poor so we must use fertilizer. Fertilizer is plant food. The land is very dry so we must irrigate. Irrigate means to water the fields. The government lends money to the farmers to help pay for fertilizer, irrigation, seed and equipment. We do not make very much money from the farm but we have enough for our needs - food, clothing and shelter.

Most of the time Mexican people wear the same kind of clothing as you do. On special days we like to wear the kind of clothing Mestizo people have worn for many years. Mestizo people are part Spanish and part Indian.

Fiestas, Christmas and Easter are very special times.

We like to watch parades and sing and dance to mariache bands.

The players wear shiny, colourful costumes and play music which sounds a little like our rhythm band with guitar. Our part of Mexico has many folk dances which we learn at school and from our parents. On Sunday afternoons and at big fiestas many people like to go to bullfights. At night, people like to walk to the zocalo to meet with friends. We sing, play games, listen to bands, talk and tell stories.

The market is also a place for friends to meet. Our market sells food, clothes and crafts in stalls, under blankets or umbrellas, or from blankets that are laid on the ground.

Stores near the market also sell food and clothes.

My mother sells tortillas in one of the stalls. Many young women don't like to make their own tortillas so they buy them before each meal. Long before breakfast women must get up to grind corn for breakfast tortillas. Then the batter must be mixed and fried. A family can eat 60! We also have fried or raw eggs and fruit or juice. We drink coffee, milk or chocolate. Lunch is at 2:00 or 3:00. We have soup, spaghetti, macaroni or rice, meat, salad, fried beans and tortillas. I like pop and

corn or taco chips for snacks. Our last meal is at 9:00. It is usually just a sweet roll and coffee or chocolate. Many people in other countries like to eat Mexican food. Do you?

Tomorrow my family and I are going on a trip to

Mexico City to visit with relatives. It is a happy time when

we see each other. Adios! I must now hurry and pack.

Things To Do

1.	Theresa lives in a town called,						
	Mexico.						
2.	Theresa's relatives live near her.	Yes	No				
	Food is bought in the market.	Yes	No				
	Theresa's father works in the market.	Yes	No				
	Everyone makes their own tortillas.	Yes	No				
3.	Mother buys clothes in two places, the						
	and the						

4. Circle in red the things many Mexican people like to do.

A MEXICAN TOWN

ENVIRONMENT

The land around San Miguel de Allende is dry, hilly and grassy. We get rain in the winter months but very little in the summer. The poor land needs fertilizer and irrigation for the farmer's crops to grow. Fertilizer is food for the plants. Irrigation is the watering of the fields. The land is very dry so it must be watered often. Our temperature goes from warm in the winter to very hot in the summer. Cactus grows in many places. Some cacti grow to be as tall as trees! Lizards and many kinds of birds and insects are found in our dry grasslands.

Newer buildings use rock or bricks that are baked in kilns but most of our homes were built with the clay that was found in the ground. Adobe is heavy clay made into bricks and then dried in the sun. Our adobe houses are painted white so they are quite cool in the summer. My house is very old. It was built over two hundred years ago. Back then the houses were built next to each other so they could share a wall. Houses were faster to build and were better protected from wars this way. Our front door opens onto the street. The rooms of our house are built around a patio which is in the middle of our house. We have a small fountain and a garden there. The patio is used as an outdoor livingroom. We have benches and

stools to sit on, under trees which help keep the, patio cool on hot days. My mother grinds corn and cooks on the patio in dry weather. Have you ever cooked outside?

1.	The land is,			and
	Homes are b	ouilt of	-	
	that comes from the	•		
2.	San Miguel de Allende is		(dry,	wet).
	Rain falls in the	(summer	r, wint	er)
	months.			
3.	Farms must be	(irrigated,	fertil	ized)
	because it is so dry.			,
4.	Patios are cool.		Yes	No
	White paint makes buildings hot.		Yes	No
	Cactus is always small.		Yes	No
	Lizards live on dry lands.		Yes	No

A MEXICAN TOWN BUILDINGS AND FACILITIES

You can see part of San Miguel de Allende on the map. It was built around the central plaza, which is like a park. It is called a zocalo. A fountain and benches are found in most towns' and cities' zocalos. Our main church, which is built of adobe like our homes, is on one side of the plaza. Most of us are Roman Catholics. The government and town offices are on another side. The market is found near the zocalo in most towns. Around the market are stores of all kinds. Doctors and dentists work in health care centres nearby. The centres are free for the very poor people. Many streets go out from the zocalo. The streets are narrow and made of cobblestones with paved streets being found in the new parts of our town.

Our school is also near the centre of the town.

Schools are free for all elementary school children. We stay in school for as long as we can after Grade Six. Many years ago children had to quit school to work to help their families. My parents want me to go to school as long as I can so that I can get a good job. We learn English at school as well as our own language - Spanish. I can get a better job when I grow up if I can speak English well. I try very hard. Do you work hard at school? We play games on the streets after

school. At night I like to go to the zocalo with my family to see friends and have fun. Do you have fun with your family?

1.	Circle the names of all buildings in orange.		
2.	The houses are very close together.	Yes	No
	Most buildings are built of adobe.	Yes	No
	The roads are smooth.	Yes	No
	Children play in a playground like yours.	Yes	No
3.	The is in the centre of	town.	People
	meet there at night to		

A MEXICAN TOWN

PLANNING

My parents vote for government leaders just like your parents do. San Miguel de Allende has a mayor and a town council. They look after the town planning. Our town was built over three hundred years ago. It is built on the same plan as most Spanish towns. Spanish people were early settlers in Mexico, so they built their towns around central plazas like those in Spain. The market, stores, government buildings, the church and the school are found around the zocalo in most towns. Because all the businesses and services are in one place it makes it very easy to find the things that we need. Our streets are kept very clean because we are proud of our town. Do you take care of the neighbourhood you live in?

Things To Do

1. Theresa's neighbourhood is not planned. No Yes Government leaders are elected by the people. Yes No Spanish people planned the town long ago. Yes No Today, government leaders plan the town. Yes No Businesses and services are located all over town. Yes No

A NEIGHBOURHOOD IN OSAKA, JAPAN VOCABULARY

The checked (\checkmark) words are used in the vocabulary puzzle.

People

✓Suni (Sunny)

√apartment

√smog

Josaka

stove

√ tradition

√shipyards

√refrigerator

traditional

appliances

electric

✓ bathe

✓ electronic equipment

√ seaweed

predicts

√ company

✔ flower arranger

✓ ashamed

✓ vacation

√ tatami

✓ proud

√ holidays

√ quilts

polite

√golf

√ balcony

Environment

√ island

√ocean port

√ cargo

✓ Pacific Ocean

√ docks

✓ earthquakes

Buildings and Facilities

√ government

√ bow

museum

√ apartment

fit

teahouse

✓ danche

✓ subway

✓ temple

√ tatami

breathe

✓ Buddhist

✓ lottery

squeezed

carvings

Buildings and Facilities (continued)

√kg ✓amusement sculpture

backpacks

Planning Planning

√government cement countries

materials
✓earthquakes

A NEIGHBOURHOOD IN OSAKA, JAPAN PEOPLE

Hello, my name is Suni. I live in Osaka, Japan which is a very big city near the Sea of Japan. My father takes a bus to his job in the shipyards. When my father was old enough to get a job, he chose to work here. He will not change jobs, as most Japanese people do not move from job to job. He works in an office where he fills out orders for the goods the ships carry. Some of these ships take appliances, cars and electronic equipment such as radios and computers to Canada.

My father's company has a vacation place where we go for our holidays. We all like to ski in the mountains in the winter. My father likes to golf in the vacation centre if the weather is good. The company also pays for our doctor, hospital and medicine if we are sick. Our company takes good care of us.

We live in a small apartment on the fifth floor of an apartment building. Our kitchen has a stove, tiny refrigerator and an electric rice cooker. Our table is close to the floor, so we sit on a mat-covered floor to eat. We eat some of the same foods you do. For breakfast we like raw eggs, seaweed, fried eggs, toast and jam. For lunch and supper we like lots of fish, vegetables and rice. My mother shops for our food

in the small stores and stalls which line our street. She does this each day after work. She works as a flower arranger. Flower arranging is a great art. It takes many years to learn.

At night, we sleep on tatami mats which are on the floor. We have quilts for covers. My mother airs the beds every day by hanging the quilts on the balcony. Clothes are washed in a washing machine and dried on the balcony. Mother hopes they will dry before the smog gets too bad. If it does, the clean clothes get dirty again. Before bed we all bathe. Tradition says that father is first. I come next. My sister follows and my mother is last.

We wear clothes the same as yours. We buy them in large and small stores in our neighbourhood or downtown. On special days we wear traditional Japanese clothes. Kite day is an important day for boys. Each boy in the family flies a kite which predicts his fortune. You could count the kites flying beside each house to see how many boys are in the family. Doll day is the day for girls to show their doll collections. I also like to play with my friends in the park and watch T.V. Westerns are my favourites. Are westerns your favourites too?

I must always be polite to people I know and I must always be honest. If I am honest my family will not be ashamed of me. It is very hard sometimes but I try. I want my family to be proud of me. Do you want your family to be proud of you? How do you do this?

1.	Suni lives in, Japan.	It is a _	
	near the		•
2.	Food is bought in		
	or which line the str	ceet.	
3.	Underline in blue all the jobs people do.		
4.	Companies give their workers many things.	Yes	No
	Japanese people sit on chairs to eat.	Yes	No
	Tatami mats are used as beds.	Yes	No
	Suni's family bathes in a special order.	Yes	No
	Traditional clothes are worn on special da	nys. Yes	No
	Some Japanese people try to be different		
	from other Japanese people.	Yes	No

A NEIGHBOURHOOD IN OSAKA, JAPAN ENVIRONMENT

Japan is a big island in the Pacific Ocean. I live in a very large city called Osaka. It is hot in the summer and cool in the winter. Because we live near the ocean, we get heavy rain and strong winds off the ocean.

Osaka is a busy ocean port. Many ships move in and out of the docks, loading and unloading their cargo. Besides being a port, Osaka is also a city with _____ million people packed into land the size of _____.

The city is very crowded. Land must be used wisely because there is very little of it so there are many apartment buildings in this city. The buildings near the port must be built of strong materials like cement or bricks to stand the rains, strong winds and earthquakes.

1.	Suni lives in, Japan. It	is a	
2.	Summers are Winters are		
3.	Osaka is a very dry city.	Yes	No
	A port is a place where ships dock.	Yes	No
	Osaka is very crowded.	Yes	No

No

Buildings must be built to withstand
the wind and the rain.
Yes

The winds blow lightly. Yes No

A NEIGHBOURHOOD IN OSAKA, JAPAN BUILDINGS AND FACILITIES

I live in a government apartment building which is called a danche. We must climb the stairs to our apartment on the top floor because there are no elevators. We take our shoes off at the door to our home. The tatami mats on our floors last longer this way and our home stays cleaner. We had to wait many years to get this apartment. My father had his number picked in an apartment lottery. So many people want apartments that a lottery is the only fair way.

Small shops line our modern paved streets. Many women shop for fresh vegetables and meat in the stalls and small stores every day. Most of them open onto the street and sell their goods both inside and outside the store. There are bakeries, fish and vegetable stores, canned goods, cleaners, drug stores, dentists, repair shops, and toy stores. Rice is delivered to our home in 22 kg sacks. Do you know how heavy that is?

My school is very close. All Japanese school children carry books and paper in backpacks. We bow to our teachers and then sit in our seats. We work and study very hard because our parents want us to do well.

My parents want to be proud of me. If I do well in school I can get into a good high school. In junior high I will take classes after school which will help me get ready

for the tests for high school.

We have lots of gym time. Japanese people believe everyone should be fit. If we are fit we will work better.

I must do homework every night even though I am in Grade Two.

My mother studies too so she can help my brother and me with our homework. She also looks at our work when we are finished.

Sometimes my family takes the subway to the big stores downtown. We must push to get on and off. I get squeezed on the subway and find it very hard to breathe. The roofs of some of the big stores have amusement areas which have rides and games. We also like to go to the zoo, museum or gardens. Japanese gardens have no flowers - just bushes, trees, water and sand or rock pictures. Sometimes they have a tearoom in them. The gardens are very good places in which to think because they are so quiet. We go to a Buddhist temple on Sunday. The temples are very beautiful. They have many carvings and sculptures in them. Have you ever seen Japanese art?

- 1. Circle the name of all the buildings in this neighbour-hood in red.
- 2. Japanese homes have tatami mats covering the floor.
 Yes No
 Everyone in Japan lives in a house.
 Yes No

School work is easy in Japan.	Yes	No
Japanese families do things together.	Yes	No
Subways are underground trains.	Yes	No
Japanese gardens have flowers.	Yes	No

A NEIGHBOURHOOD IN OSAKA, JAPAN PLANNING

I live in an apartment building owned by the government. Government planners put many apartment buildings in one area. Stores, schools, police and fire stations, and post offices are also planned close by. The building materials are brought into the area. Japan must buy its wood and cement from other countries. Our country is so small and has few of the things we need to meet our needs. We buy and trade with many countries. Once we have the materials we need, we build our buildings the same way your buildings are built.

There are many tall buildings in Osaka because there is not much land on which to build and so many people who need homes and offices. The buildings must be built to stand the heavy rains, winds and also mild earthquakes.

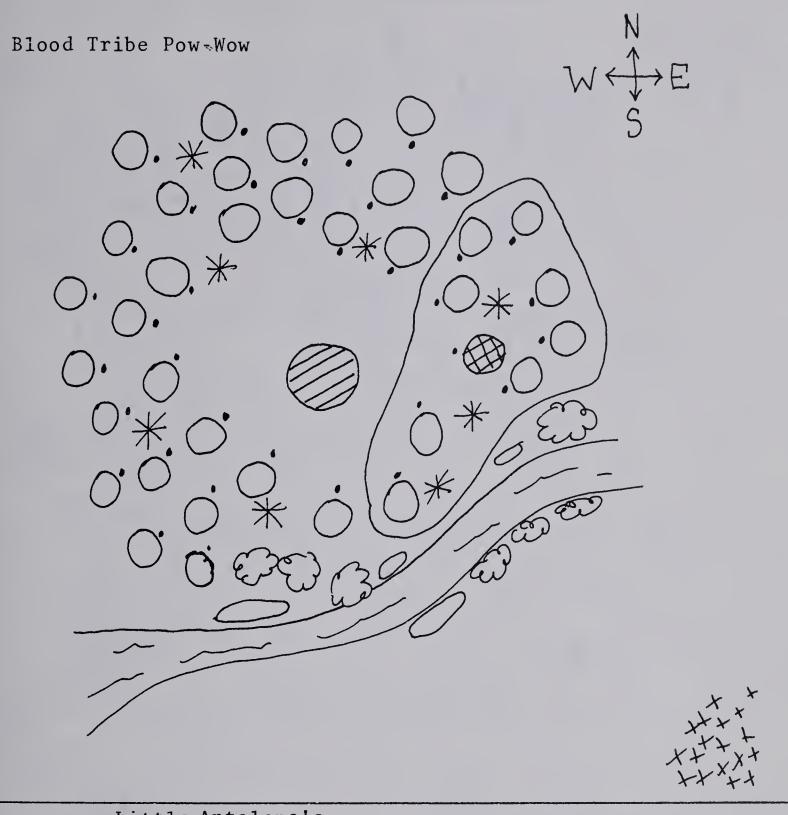
Things To Do

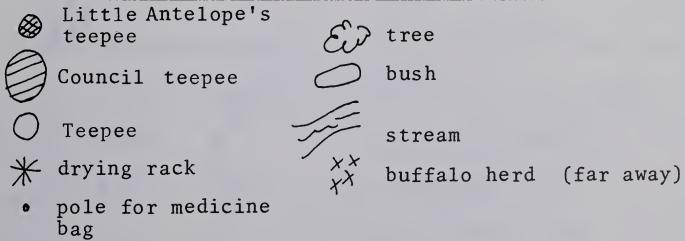
1.	The neighbourhood is planned.	Yes	No
	Chiefs plan the neighbourhood.	Yes	No
	All the building materials are		
	found nearby.	Yes.	No
	Japanese buildings are built much		
	like our buildings.	Yes	No
	Buildings are tall because of		
	crowding.	Yes	No
2.	The buildings must be strong enough		
	to stand, and		
	•		



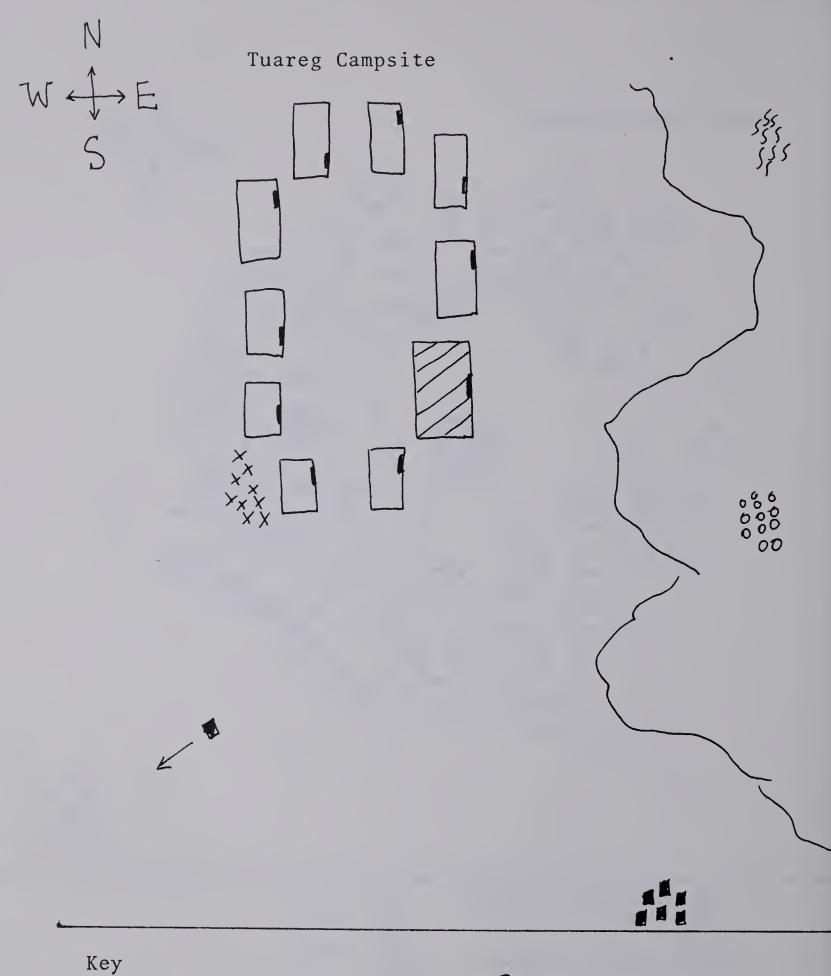
APPENDIX C Maps

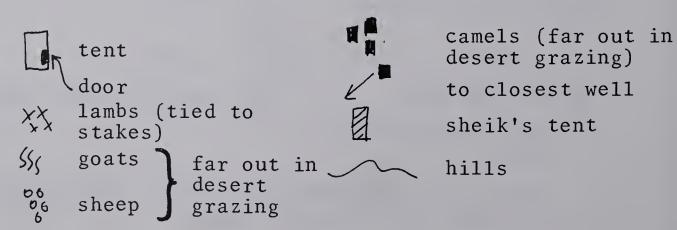






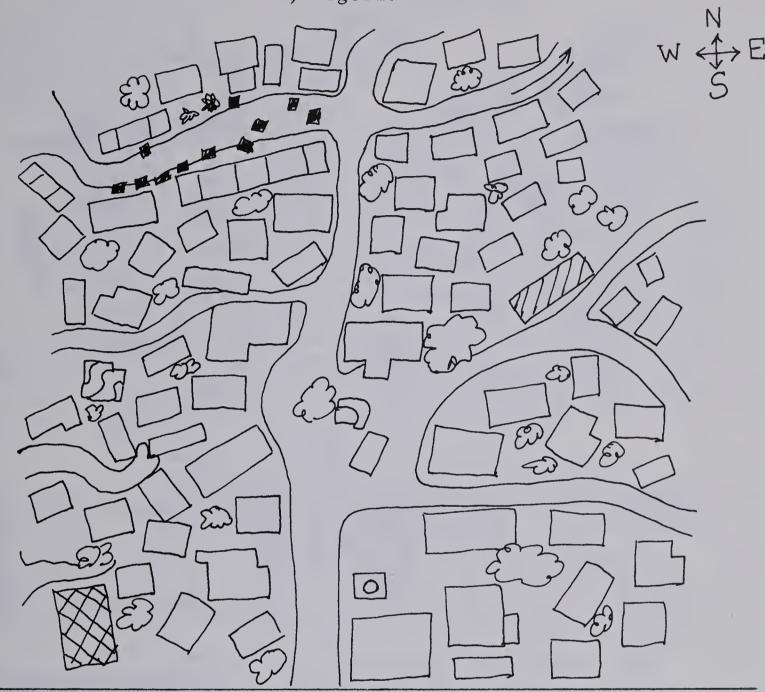
This is Little Antelope's camp. The buffalo herd is at least one kilometer away.





- 1. Mumbarak lives in which tent? Color it blue.
- 2. What does this mean on the map?

Ibadan, Nigeria

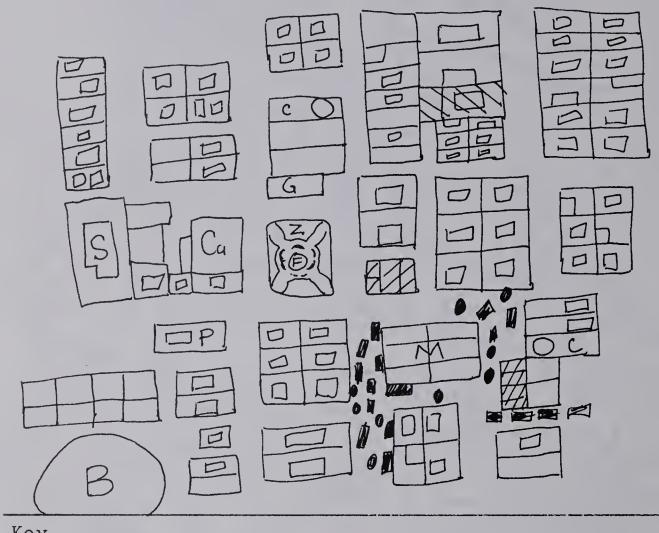


Key



This is only a small part of the city of Ibadan, Nigeria. Find Ronke's home and help her find her way to the market using a red line. Use a green line to get her to school. Make a blue line from her home to the watertap.

San Miguel de Allende



Key

Houses with courtyards

Theresa's house

Ca Cathedral

Church

Government offices

School

Police Station

B Bull ring

F Fountain

Z Zocalo

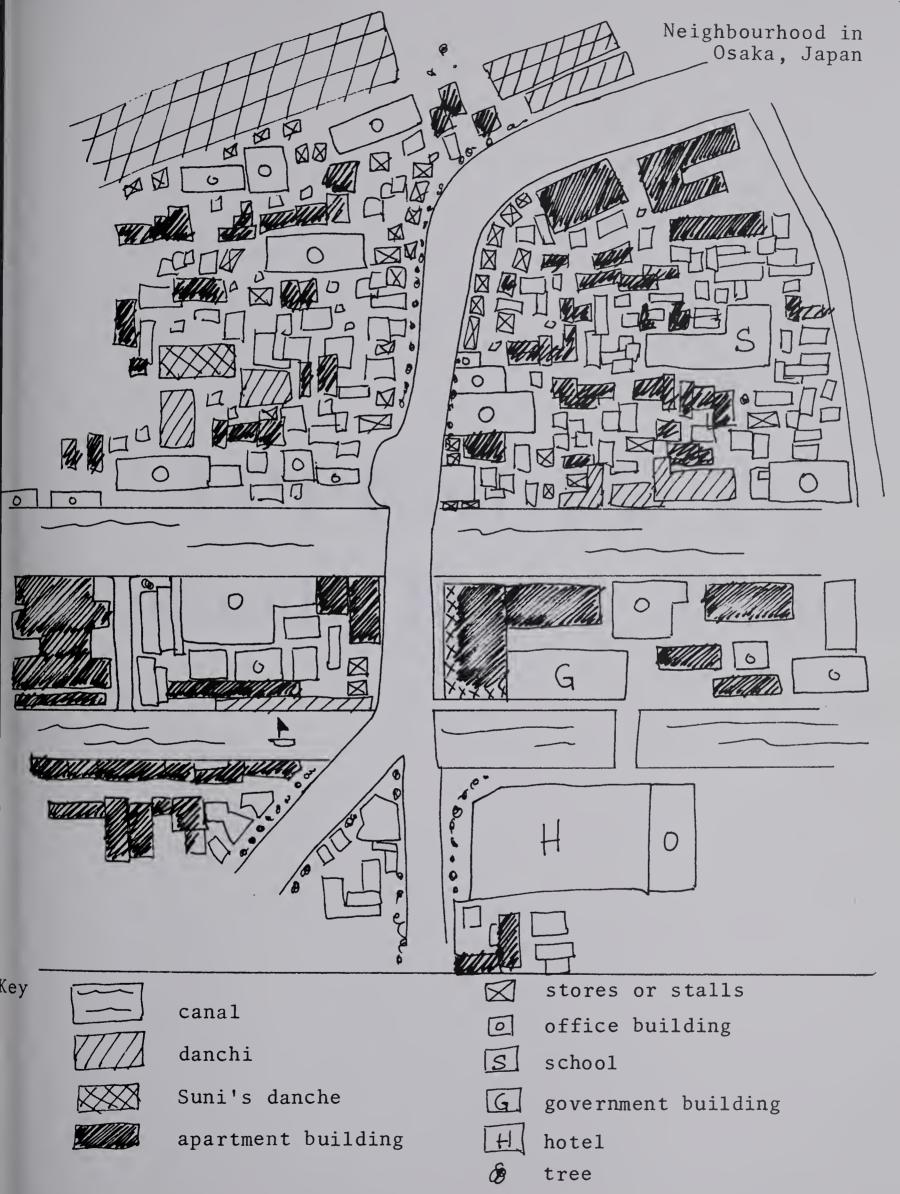
Market

Canopies

Umbrellas

Stores

- Draw the path Theresa takes to school in red.
- What are ^ in the Zocalo?



1. Draw a path in red from Suni's danche to school.



APPENDIX D Flannel Board Figures

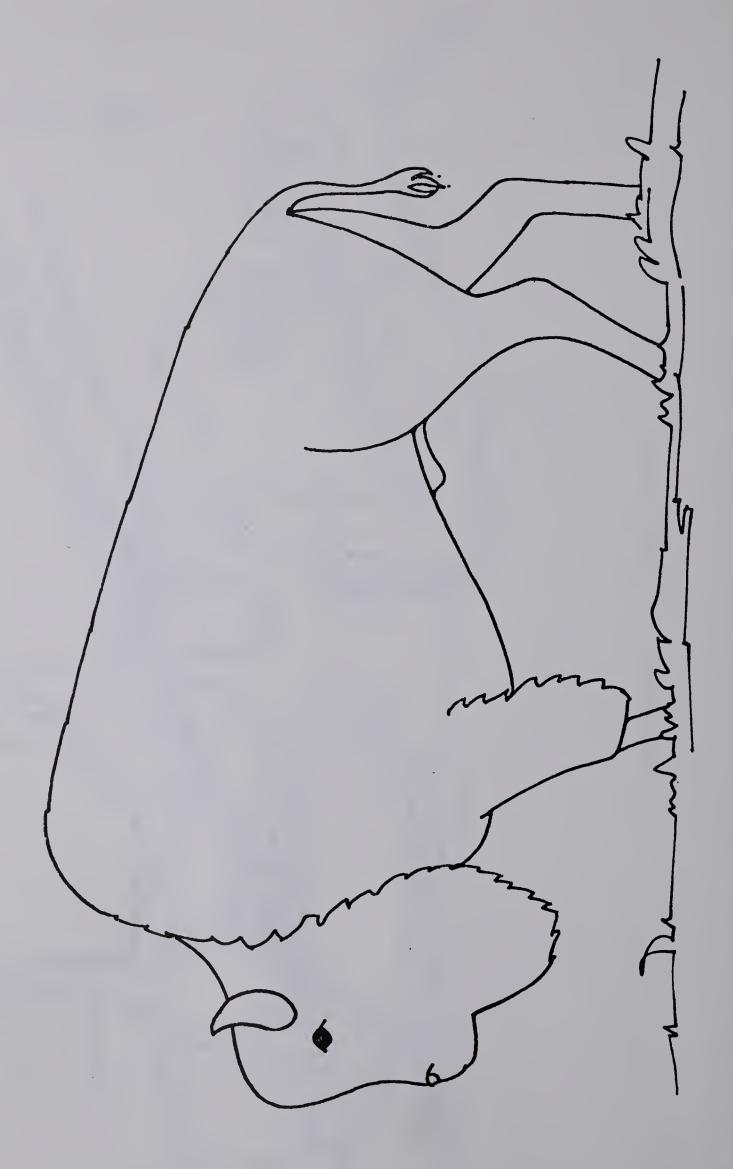




Blood Tribe - Warrior



Blood Tribe - Transportation

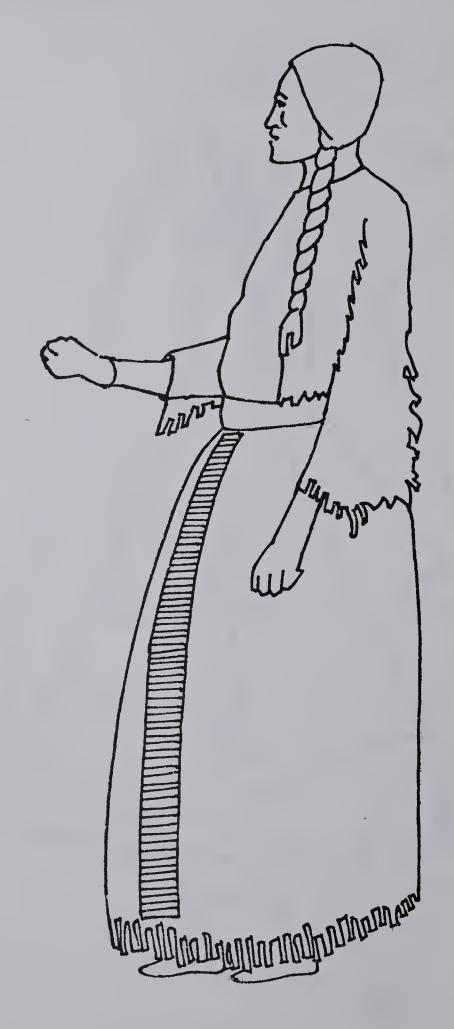


Blood Tribe - Buffalo

Blood Tribe - Teepee

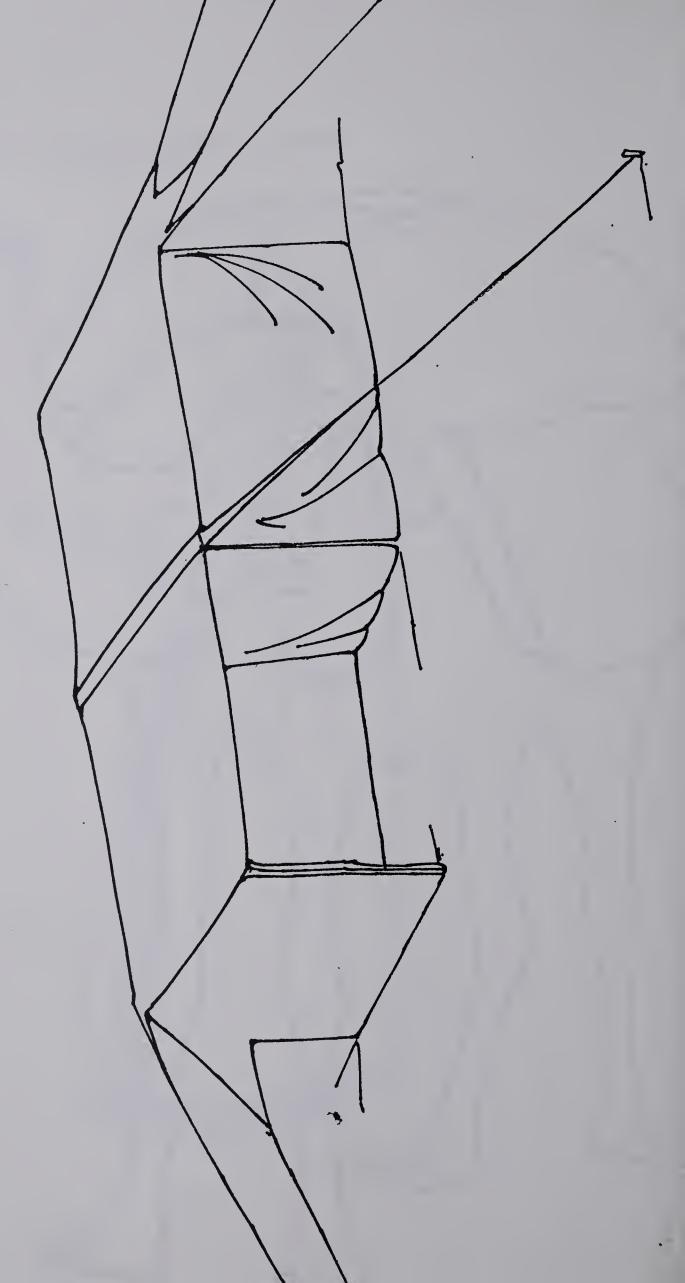


Blood Tribe - Indian Woman



Tuareg - Camel





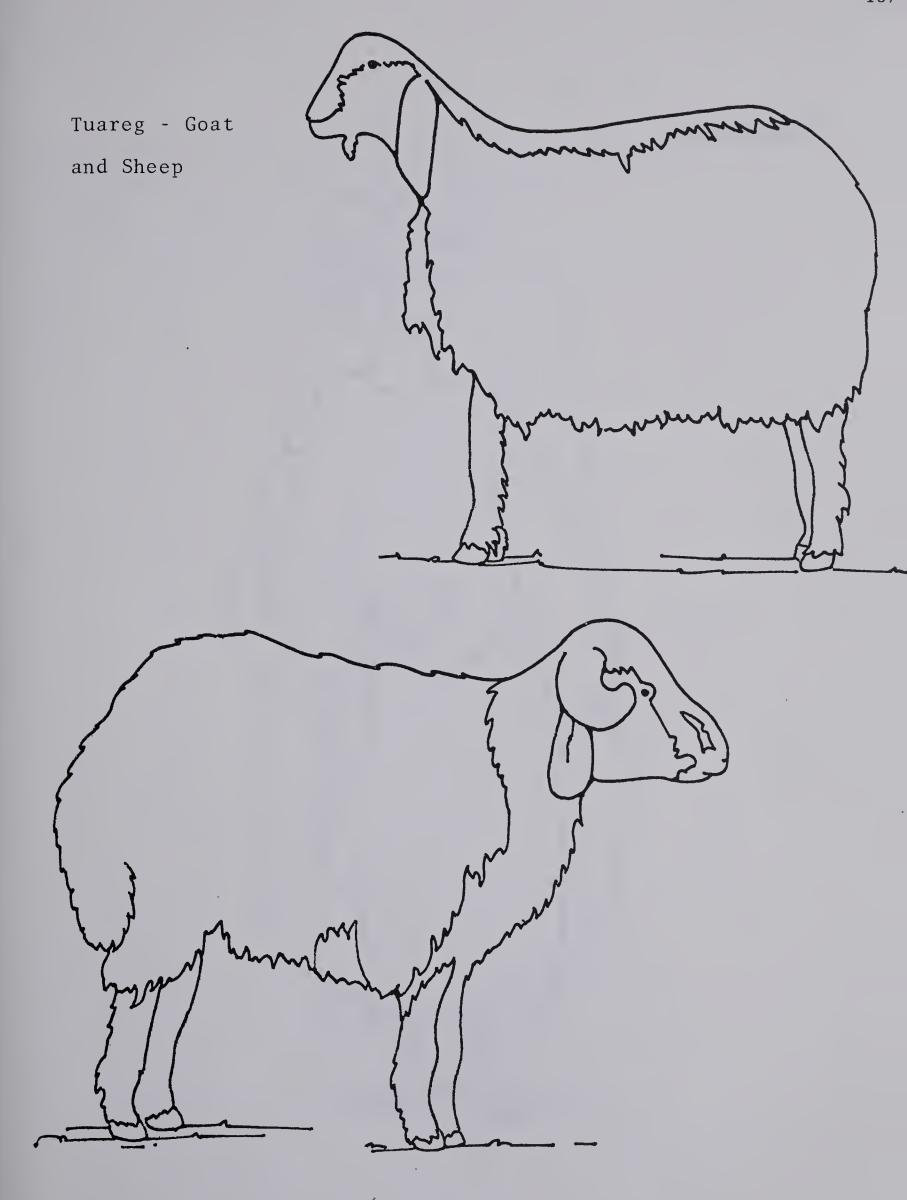
Tuareg Tent

Tuareg Man



Tuareg Woman and Child





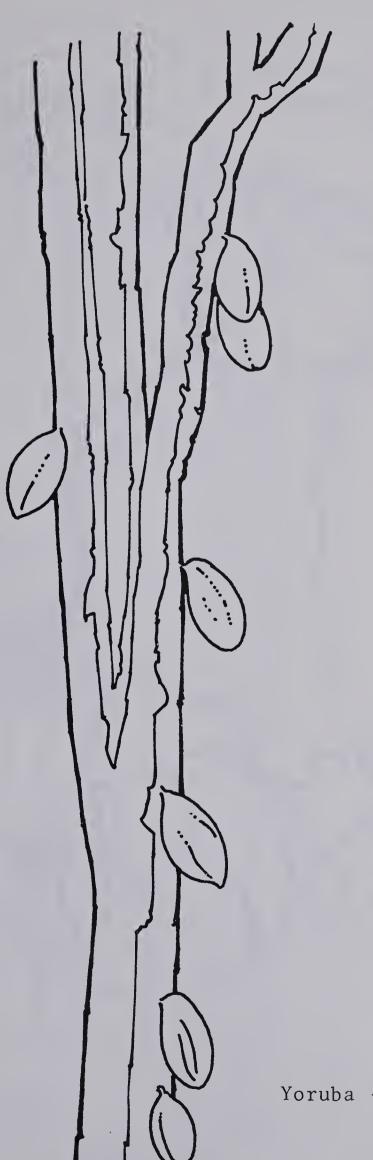
Yoruba Woman



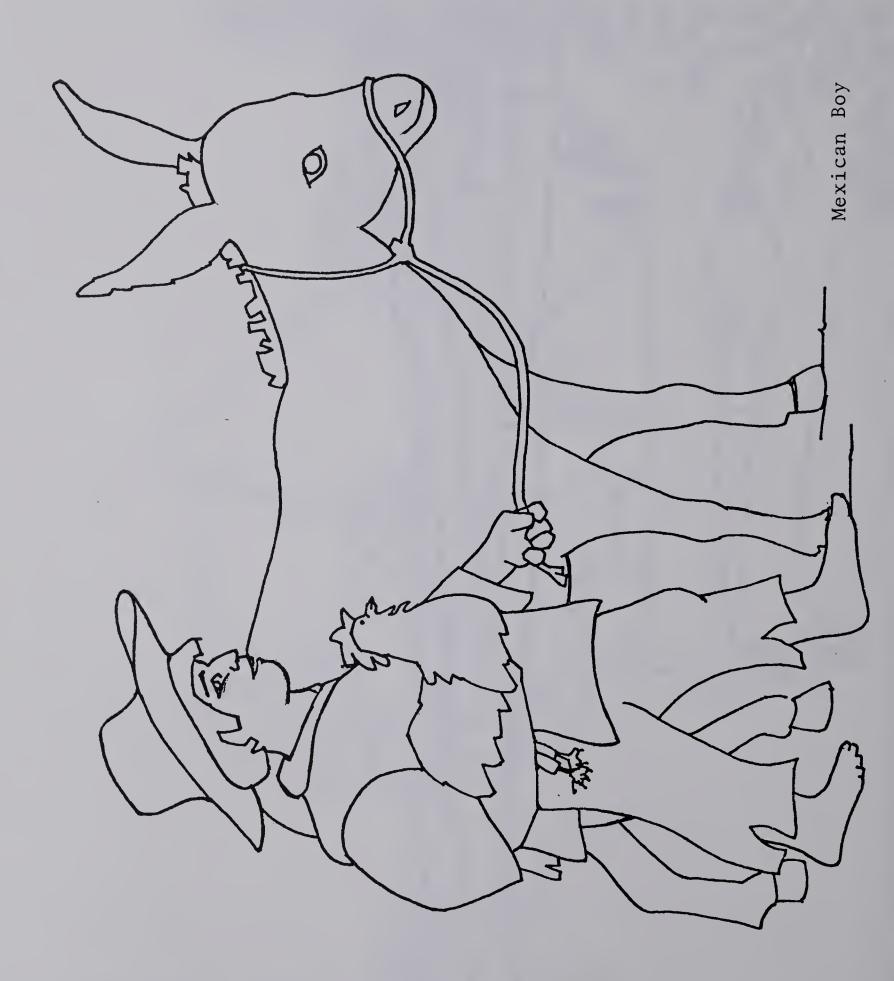


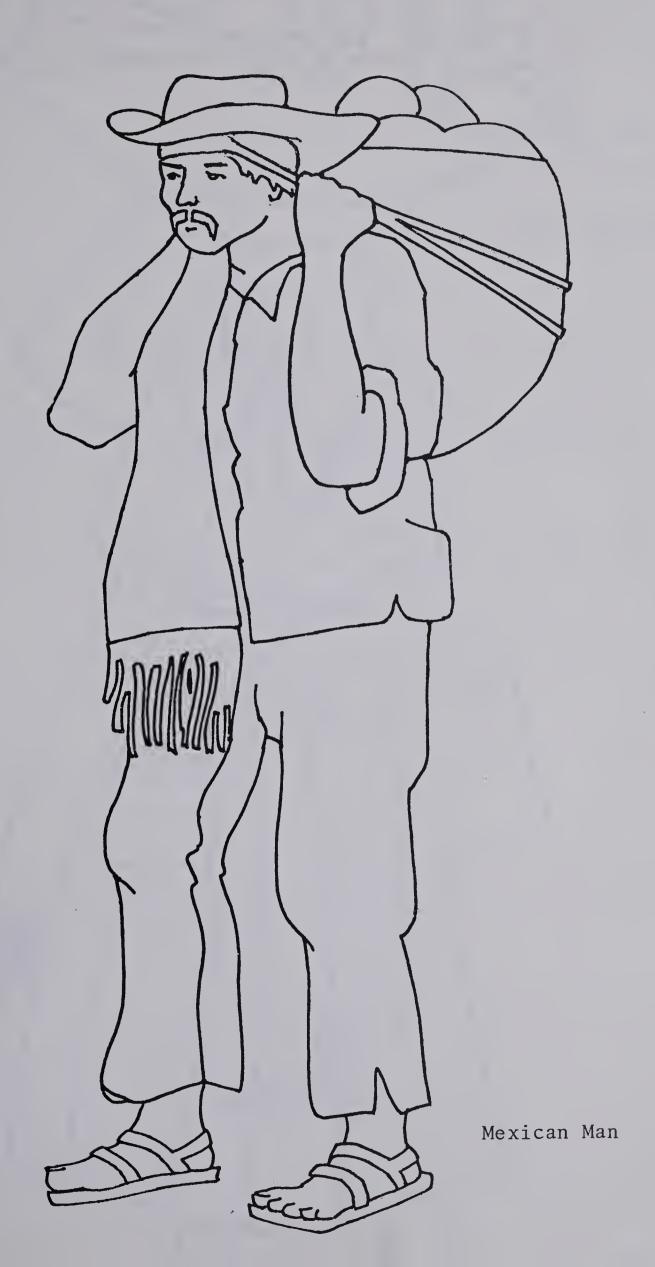


Yoruba Home



Yoruba - Cacao Tree



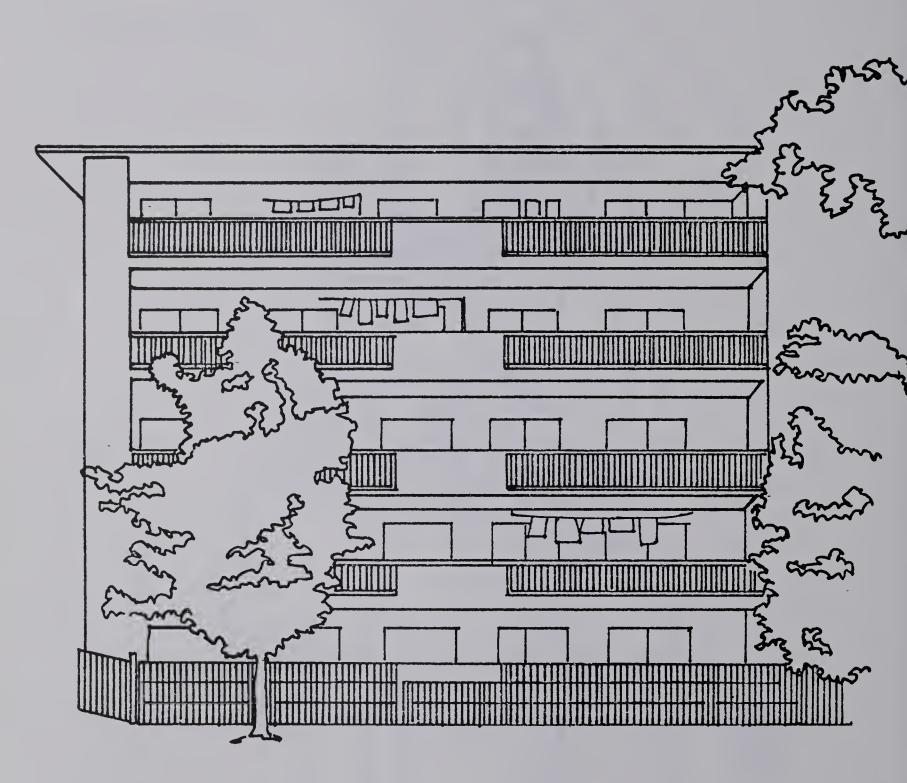




Mexican Girl and her Little Brother



Japanese Apartment

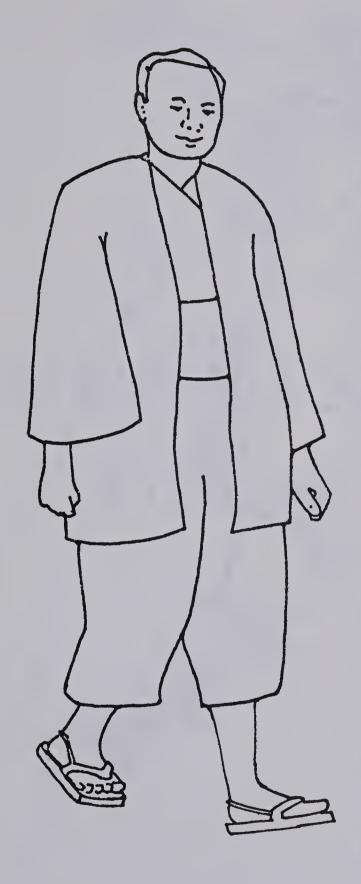




Japanese children

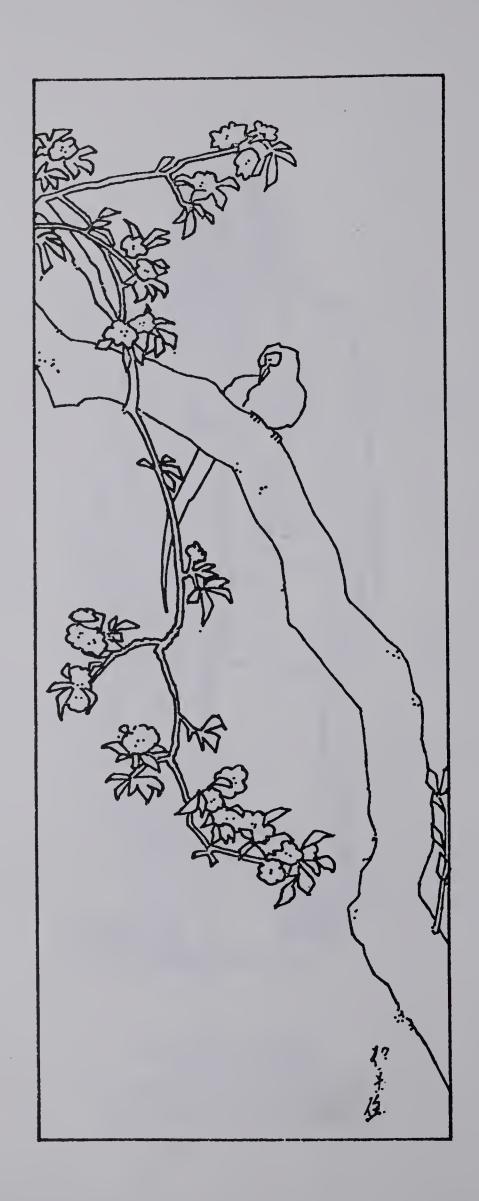


Japanese Woman
(Traditional Clothing)



Japanese Man
(Traditional Clothing)

Japanese Scroll



APPENDIX E Figures

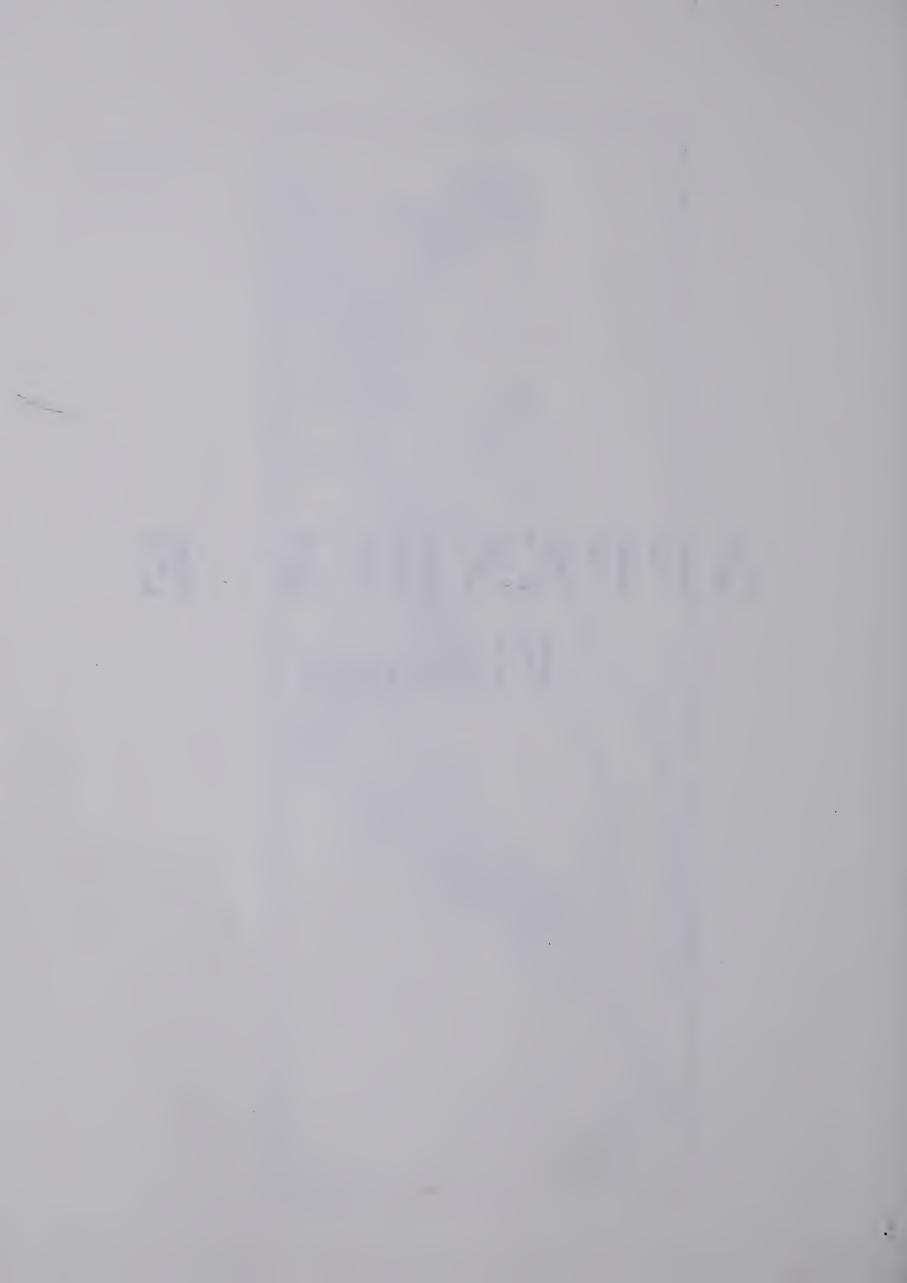


FIGURE 1a - WORLD NEIGHBOURHOODS

PEOPLE

			+ :	
A Neighbourhood in	City of Japan.	Family groups. Larger groups are	Eat food from shops.	Men work in offices. Women work at home and in shops.
A Mexican Town - San Miguel de Allende	Town in Mexico.	Family groups. Larger groups are not related.	Eat foods from market or stores. Clothes bought in market or stores.	Men work on government farm, women work in market and at home.
A Neighbourhood in Ibadan, Nigeria	City of Yoruba tribe.	Relatives may live near. Long ago lived in yard with relatives.	Eat fruits and vegetables from farm or bought in market. Meat from market or hunt. Cloth bought in market from weavers.	Men work on farm. Women work in market and at home
Tuaregs of the Sahara Desert	Tuareg people - nomadic band.	People in the band are related to each other.	Fat, yogurt and milk from herds of goats, camels and sheep. Buy corn, rice, wheat in village market. Meat for guests from herd. Make clothes from goat hair or buy cloth in market.	Men look after herds, women do camp work. Move around tribe's area to find food and water for herds.
Native People of Long Ago - Blood Tribe	Band of Blood Tribe	People in the band are related to each other.	Pick berries and wild plants; hunt for buffalo and other prairie animals. Make clothes from skins.	Men hunt, women do camp work. Move around tribe's area to find food and water for herds.
	1. Who lives here?	2. What kinds of groups do they live in?	3. Where do they get their food and clothing?	4. What jobs do the people do?

FIGURE 1b - WORLD NEIGHBOURHOODS

ENVIRONMENT

		the same of the sa			The second secon
	Native People of Long Ago - Blood Tribe	Tuaregs of the Sahara Desert	A neighbourhood in Ibadan, Nigeria	A Mexican town - San Miguel de Allende	A Neighbourhood in Osaka, Japan
l. What is the land like?	Prairie grass lands.	Desert, sand and gravel. Some grass.	Rain forest vegetation.	Dry, grassy. Land is poor.	Ocean port.
2. Does the land affect the way the neighbourhood was built?	Use buffalo skins for moveable homes because they follow buffalo. Buffalo use grassland. Animals are plentiful.	Lead herds to better grazing so moveable tents.	Homes built of trees and mud. Plentiful material.	Homes of clay found in ground Farm land must be fertilized.	Little land, so built apartments.
What are the weather and climate like?	Dry and warm in summer; cold and snow in winter.	Hot and dry, cold at night, sand storms.	Rainy, hot, humid.	Warm to hot.	Warm in summer, cool in winter. Much rain falls, strong winds off ocean. Earthquakes.
4. Do weather and climate affect the way the neighbourhood was built?	Buffalo skin homes give protection in winter. Cook outdoors in summer over a fire and in teepee in winter.	Black tents keep cool. Goat hair tents warm on cold days. Cook outdoors.	Mud houses are cool, trees protect from heat and rain. Iron roofs protect mud walls:	Courtyards for coolness. White walls for coolness. Farms must be irrigated.	Cement apartments to withstand strong winds, rain, earthquakes.

FIGURE 1c - WORLD NEIGHBOURHOODS

BUILDINGS AND FACILITES

Are there any No. What are the houses like? Can they be Tes. The charman of fices? Are the houses as ily? Are the houses are the houses of the Sahara And harband and h						
Are there any No. No. No. Yes. Are there any No. No. Yes. Are there any No. No. Yes. Are there any No. No. Yes. Can they be moved easily? Are the houses like? Can they be moved easily? Are the houses Yes. Are the houses Council teepee None. Healt Healt there? Offlices? What other Council teepee None. No. Yes.		Native People of Long Ago - Blood Tribe	Tuaregs of the Sahara Desert	A Neighbourhood in Ibadan, Nigeria	A Mexican Town - San Miguel de Allende	A Neighbourhood in Osaka, Japan
Are there any No. No. Yes. Are there any No. No. Yes. What are the houses like? Can they be moved easily? Are the houses close together? What other buildings are there? Offices? Hospitals? Are there? Offices? What other buildings are there? Offices? Hospitals? Are there? Offices?	re	No.	No.	Markets and stores.	Markets and stores.	Stores.
Are there any No. No. No. Yes. What are the houses like? Can they be moved easily? Yes. Yes. Are the houses Yes. Yes. Yes. What other buildings are there? Offices? Are there? Offices? Hospitals?	l o	No.	No.	Yes.	Yes.	Yes.
What are the houses like? Can they be moved easily? Are the houses Close together? What other buildings are there? Offices? Healt Hospitals?		. No.	No.	Yes.	Yes.	Yes.
Are the houses of the connection of the connections of the connections are there? Offices? And there of the connection	are the	Skin teepee.	Goat hair tent.		Adobe house.	Apartments.
Are the houses Yes. Yes. Close together? What other buildings are there? Offices? Hospitals? Are there of the buildings are there? Offices?	es like: they be d easily?	Yes.	Yes.	No.	No.	No.
What other Council teepee None. Healt buildings are there? Offices? Hospitals?	the houses e together?	Yes.	Yes.	Yes.	Yes.	Yes.
Are there any No - travel routes Dirt	other dings are e? Offices? itals?	Council teepee	None.	Health care office.	Health centre, govern- ment building, police station.	Police station, fire hall, post office, cleaners, dentist.
roads? What are down down desert.	Are there any roads? What are they like?	No.	No - travel routes but no roads through desert.		Cobblestone streets.	Modern.
8. Are there any No. No. No.	there any grounds?	No.	No.	No.	No.	No.
9. Where do the Fireside, prairie. Desert, around camp. Market place. people go to have fun?	e do the le go to fun?	Fireside, prairie.	Desert, around camp.	Market place.	Zocalo, market place.	Museum, Zoo, gardens stores, parks.

FIGURE 1d - WORLD NEIGHBOURHOODS

PLANNING

A Neighbourhood in Osaka, Japan	Planned.	Government or city planners.	Crowded so build big apartments. Facilities nearby. Built to withstand rain, wind, earth-quakes.
A Mexican Town - San Miguel de Allende	Planned.	Spanish settlers long ago and planners.	Important areas in centre of town, access for all.
A Neighbourhood in Ibadan, Nigeria	It was long ago. Little planning now.	Leader of family long ago. No one now.	Relatives used to live together; now build anywhere they can find because of crowding.
Tuaregs of the Sahara Desert	Planned,	Tradition and Sheikh.	Protection from raids. Herds protect each other from wind and cold. Move around tribe's area to find food and water for herds.
Native People of Long Ago - Blood Tribe	Planned.	Tribe chief tells where to put teepees.	Tradition. Chief is leader. Move around tribe's area following buffalo.
	1. Is the neighbour- hood planned?	2. Who did the planning?	3. Why is the neighbourhood planned that way?

FIGURE 2

ARABIC NUMBERS



ARABIC WORDS

	How to say the word	How it looks
I	ana	L:5
you	anta	آنت ول
boy	walad	
girl	bint	بين
mother	um	P) 1
father	ab	
school	madrasa	مد رسن کتاب
book	kitab	کتاب
home	bayt	يبت
friend	sadiq	صديق

FIGURE 3 - SPANISH VOCABULARY

uno - 1 seis - 6 (says)

dós - 2 siete - 7 (se-ye-te)

trés - 3 ocho - 8

cuatro = 4 (kwah=troh) nueve = 9 (n'weh-veh)

cinco - 5 (theen-koh) diez - 10 (d'yehth)

profesora - female teacher gracias - thanks

alumno - male pupil hasta la vista - so long

muchacho - boy buenos dias - good day/good morning

muchacha - girl buenas noches - good night

senor - Mr./gentleman manana - tomorrow/morning

senora - Mrs./lady Mexico (Meh-kee-koh)

senorita - Miss/young lady adios - goodbye

amigo - friend una casa - house

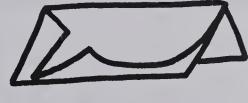
FIGURE 4a - FISH KITE

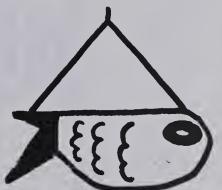
Materials:

- 1. Large brown paper bags, brown paper or newspaper.
- 2. Pencil, scissors, paste, glue or stapler,
- 3. Paint, pastels, crayons (for decorating.)
- 4. Newspaper (to stuff fish).
- 5. Wire, string or thread to hang fish.

Method:

- Look at pictures of fish and discuss patterns of gills, scales, shape,
 colour, etc.
- Fold paper in half lengthwise.
 Cut the fish shape. Do not cut along top of fish shape.
- 3. Open the fish decorate.
- 4. Fish may be hung by string which is placed along the fold.





- 5. Stuff the fish with newspaper which has been crumpled.
- 6. Staple or glue along edge.

FIGURE 4b - FISH KITE

Alternate Method:

- 1. Look at pictures of fish, etc.
- Open brown paper bag or use brown paper. Draw side view of fish on one piece of paper, cut it out. Trace the fish on the other paper, cut it out.
- 3. Decorate fish.
- 4. Staple top of fish. Stuff with crumpled newspapers.
- 5. Thread heavy needle with thread. Put thread through top of fish.

 Hang.

FIGURE 5 - WHAT WE LEARNED CHART

People

They all eat some kind of food.

Some find their food, others grow it, others buy food in stores or markets.

They all wear clothing, but many different

types. Some make their own clothing, others buy cloth and clothing.

Some live in family groups, others live in groups of related people, or groups of unrelated people.

Buildings and Facilities

All neighbourhoods have houses and places for their leaders to meet.

The amount of land affects the size and number of buildings.

The climate affects the way the buildings are built.

Some people have buildings and facilities in which needs are met, others meet these needs in some other way.

Some neighbourhoods have many buildings and facilities because they have more people, and the needs and wants of the people are different.

Some neighbourhoods have few buildings and facilities because of the way the people live and meet their needs.

Some facilities are outside the neighbourhood,

Environment

People live in different parts of the world. Land types around the world are different. Some people use the same kind of land differently because they have different ways of meeting their needs, and different tools and machines.

People build on the amount of land they have. In many places, homes are built using materials that can be found in the area. In modern neighbourhoods materials are brought in.

Climates are different in different parts of the world.

Climate affects the way the houses and other buildings are built.

Planning

All neighbourhoods were planned. However, today in Ibadan there is little planning. Some neighbourhoods are highly planned, others are planned very little.

Leaders or groups of leaders either do the planning or see that it is done.

People plan for reasons like tradition, because of crowding, to meet the needs of the people (especially for protection and to share facilities), because they must follow herds or move to find better land.

FIGURE 6a - WORLD NEIGHBOURHOODS BOARD GAME

Make sets of ten cards with the questions below on the front. The answers should be printed on the back of the cards along with the number of moves to make for a correct answer. A player giving an incorrect answer does not move.

Example

Front

Back

Where do the Blood people live?

They lived in Alberta. 4 spaces

Children could make their own markers to play the game or use ready-made ones.

Questions, Answers and Suggested Moves

- 1. Where do the Blood people live? They lived in Alberta. 4 spaces.
- 2. Where do the Yoruba people live? They live in Nigeria, Africa. 4 spaces.
- 3. Where do the Tuareg people live? They live in the Sahara Desert in Africa. 4 spaces.
- 4. Where is Osaka? It is in Japan. 3 spaces.
- 5. Where is San Miguel de Allende? It is in Mexico. 3 spaces.
- 6. Who lives in neighbourhoods with very little planning? Japanese people or Yoruba people? Yoruba people. 2 spaces.
- 7. Who planned their neighbourhood in the same way as it has always been planned? Blood people or Japanese people? Blood people. 2 spaces.
- 8. Tradition is very important to which people? Japanese people. 3 spaces.

- 9. What are the three important needs? Food, clothing, shelter (house). 3 spaces.
- 10. What does inquiry mean? It means to find out about something. 5 spaces.
- 11. What does environment mean? It is the type of land and climate. 5 spaces.

As many copies of the game board (page 214) should be run off as required. The game should be played by two or three students at one time. Beginning in the "start" square, children take turns answering the question on the top card of the deck. A player moves the number of spaces indicated on the back of the card if his/her answer is correct.

Children should help you think up questions, answers and the number of moves for correct answers.

FIGURE 6b - GAMEBOARD FOR WORLD NEIGHBOURHOODS GAME

Start			Poor planning. Go back 2 spaces.	
You help someone. Go ahead 3 spaces.	rld, or s or	S.		
You som Go 3 's	Finish Draw a picture of the world, different styles of homes or	people holding hands.		Your needs are met. Go ahead 1 space.
	Draw a	many p	u hurt meone's elings. back spaces.	•
		Earthquake Go back 4 spaces.	You hurt someone's feelings. Go back 4 spaces.	

APPENDIX F Games



CHILDREN'S GAMES

Blood Indian

Bean Guessing Game

There are two players, one holding a bean in his hand behind him, and the guesser. Both stand in front of the class. The player with the bean changes it from hand to hand until the guesser points to a hand. The player must then open both hands in front of the guesser. After the third correct guess, the one holding the bean runs to his seat. If caught, he becomes the guesser and chooses a new player.

Betting Games

One person hides a ball or stone under one of four cups. The other person must guess which cup.

One player has two bunches of sticks, one even and one odd. The other player must guess which is which.

Indian Wrestling

Two players stand face to face, feet forward and touching. Right hands are clasped. On the word go, the wrestlers try to throw each other off balance by pushing, pulling or swinging the hands. A player loses as soon as one foot moves.

Tuareg

Goats and Camels

If they are near water, the children make goats, camels, kids and lambs out of mud and let them dry in the sun. If they are at a dry camp, they use small round stones. Each player has ten animals to make a ring in the sand. Each player in turn says "Come and see". The others go and try to buy an animal by tossing a stone and trying to move the animal from the ring. They keep on trying until they fail to knock an animal from the ring. The winner is the player who buys the most.

Yoruba

Four Chiefs

The area needed is about 160 by 80 meters. Four chiefs are chosen to sit on four chairs or stools in the group's area of the playing field. The chiefs each choose four soldiers. The rest of the students move around the area. On the word go, the soldiers move around trying to touch as many people as possible. When tagged the child gets a coloured band and goes to stand behind the chief of that colour. Teachers blows whistle and the chiefs and their soldiers march their prisoners to you for an official count. The team with the most prisoners wins. Or the teams could race to you once they have six prisoners.

Mexico

Carnival Game

Girls circle one way and boys the other way while holding egg shells filled with confetti. Every little while children crush the egg shells on the children who pass them.

Pilma

Children are in two's. Child throws ball at opponent and the first to make 20 hits (could be 10) is the winner. The children have five attempts to hit their partner. The partner can dodge, leap or fall to the ground but cannot run away.

Japan

Sumo

Students play on a mat with a circle drawn on it of 2 to 3 meters in diameter. The two players stand at their own lines on opposite sides in the circle. They crouch and then move forward on the signal of the referee. The object is to get your opponent to the ground or to step on or out of the circle. Pushing, pulling, throwing and tripping are allowed, but no hitting. This is the national game of Japan. It is taught at school.

Big Lantern

Players sit in a circle. The first player puts hands together and says Big Lantern. The next player says Little Lantern as he puts his hands far apart. Play quickly. Player is out of game if he makes a mistake.

Other world games may be found in these books:

Ichper Book of Worldwide Games and Dances, International Council of Health, Physical Education and Recreation, Washington, D.C., 1967.

Hunt, Sara Ethridge, Games and Sports the World Around. Ronald Press Co., New York, 1964.

Vinton, Iris, The Folkways Omnibus of Children's Games. Stackpol Books, Harrisburg, Pennsylvania, 1979.

APPENDIX G Evaluation Devices

Children's Names	Are the facts accurate?	Is it specific? Not abstract statement?	Are feelings about the neighbourhood included?	Does the child accept differences between cultures?
miliaren 3 names				
				,

		c	in	C	(C)	
Children's Names	Takes part in discussions	Participates in role-playing	Uses other person's view irole-playing (not own view)	Is able to relate the help he would give	Is decisive (doesn't fluctuate in decision-making)	Is able to
		1				
						V



TEACHING UNIT EVALUATION

BY TEACHERS

The attached evaluation questionnaires will help assess the worth of the teaching units in achieving the goals of Alberta social studies education and to provide data that will be useful in assessing the 1978 Alberta Social Studies Curriculum over a two-year period.

Teachers are requested to send the completed questionnaire to the Social Studies Consultant at the Regional Office of Alberta Education in their area.

Regional Offices are located at:

Grande Prairie Regional Office Alberta Education 10014 - 99 Street Grande Prairie, Alberta T8V 3N4

Edmonton Regional Office Alberta Education 3rd Floor, West Tower Devonian Building 11160 - Jasper Avenue Edmonton, Alberta T5K OL2

Calgary Regional Office Alberta Education 615 Macleod Trail, S.E. Calgary, Alberta T2G 4T8 Red Deer Regional Office Alberta Education 4th Floor, Royal Trust Building 4814 Ross Street Red Deer, Alberta T4N 1X4

Lethbridge Regional Office Alberta Education Provincial Building 200 - 5th Avenue, South Lethbridge, Alberta T1J 4C7

TEACHING UNIT EVALUATION

BY TEACHERS

Part I:	Identification Data				
Title of	Teaching Unit				
Date of E	Evaluation				
Number of	Times Unit Was Taught				
School Si	ize		·····		
Years of	Teaching Experience				
Part II:	Overall Evaluation of the Teachin	g Unit			
A. Form	nat, Process				
For	items 1-13, please rate the unit i	n terms o	of the	fo1	lowing
aspe	ects, by circling the appropriate n	umber on	the r	ight	•
		(Poor)	1 2	3 4	5 (Excellent
1.	Appropriateness of teaching unit level and ability of students	to	1 2	3 4	5
2,	Clarity of directions and procedu	res.	1 2	3 4 .	5
3.	Adequacy of the treatment of subj	ect	1 2	3 4 .	5
4.	Production quality of prescribed resources.		1 2	3 4	5
5.	Integration of prescribed resourc with print materials.	es	1 2	3 4	5
6.	Production quality of teaching un	it.	1 2	3 4 .	5
7.	Appropriateness of length of the	unit.	1 2	3 4 !	5
8.	Appropriateness of general format the unit (layout).	of	1 2	3 4 .	5

9.	Opportunities for evaluation of students' progress in the unit.	1	2	3	4	5
10.	Variety of teaching/learning activities.	1	2	3	4	5
11.	Degree to which the unit captured the interest of students	1	2	3	4	5
12.	Clarity and suitability of objectives.	1	2	3	4	5
13.	Overall evaluation of unit (materials, format and process).	1	2	3	4	5

B. Relationship to Curriculum

Please state your view of the points in items 14-25 by circling the appropriate number on the right.

(very little) 1 2 3 4 5 (a great deal)

14. Extent to which the unit involved students in making decisions. 1 2 3 4 5

15. Degree to which a "balance of viewpoints" was presented in the unit. 1 2 3 4 5

16. Extent to which the unit helped students to see the role that values play in making decisions. 1 2 3 4 5

17. Extent to which students increased their sensitivity to their own value positions.

1 2 3 4 5

18. Extent to which the unit helped to clarify the Alberta Social Studies

Curriculum to you as a teacher. 1 2 3 4 5

19. Extent to which the unit has helped to develop inquiry and participation skills in students.

20. Extent to which the unit made you, as a teacher, more aware of ways to teach using an issue-centred approach.

1 2 3 4 5

Extent to which the unit could act as 21. a model for you to use in developing 1 2 3 4 5 your courses in future, Extent to which the unit served as an exemplary treatment of the topic in the curriculum. 1 2 3 4 5 23. Extent to which students became involved in action on decisions. 1 2 3 4 5 Extent to which the unit "process of 24. inquiry" (awareness, focus on issue, research, decision, action) provided for a meaningful examination of a 1 2 3 4 5 social issue. Extent to which your view towards an 25. inquiry approach has been made more positive (through using this unit). 1 2 3 4 5

C. Written Comments

Please use this section to comment in detail on any points raised in the survey. We would be especially interested in knowing if the unit enabled you to teach the Alberta Social Studies Curriculum more effectively.

STUDENT EVALUATION OF

TEACHING UNIT

A. Instructions: For each of the following, circle the response which best represents your view.

Example:

My view of football (dislike it very much) 1 2 3 4 5 (like it very much)

If you liked it very much, you would circle 5.

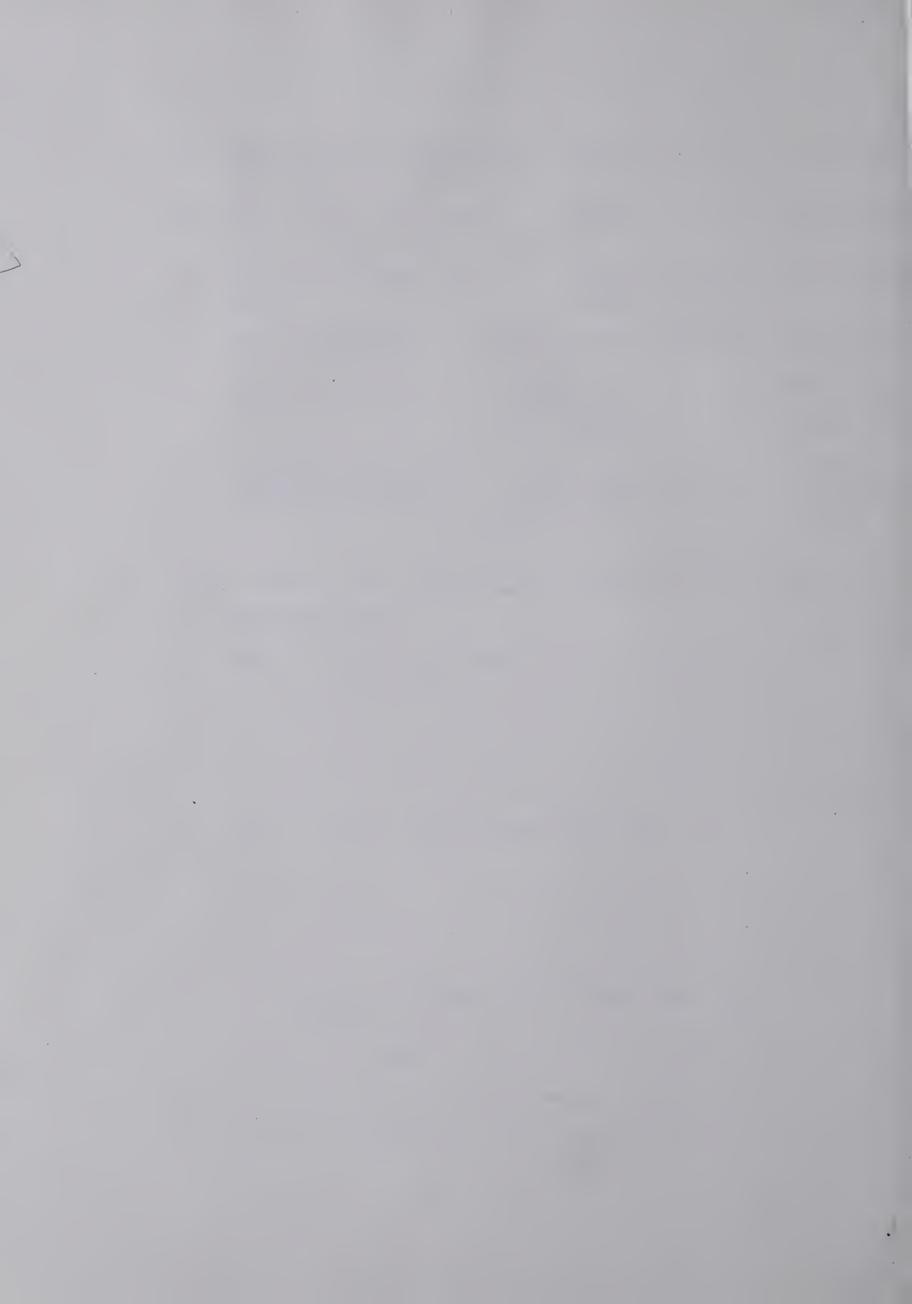
If you disliked it very much, you would circle 1.

If you disliked it somewhat more than you liked it, you would circle 2.

- 1. I would say that (hard) 1 2 3 4 5 (easy) this unit was:
- 2. This unit was: (very 1 2 3 4 5 (very interesting)
- 3. This unit: (did not 1 2 3 4 5 (made me make me think) 1 2 3 4 5 think a lot)
- 4. This unit was: (too short) 1 2 3 4 5 (too long)
- 5. In this unit (not enough there was: (not enough discussion) 1 2 3 4 5 (too much discussion)
- 6. In this unit (not enough there was: reading) 1 2 3 4 5 (too much reading)
- 7. In this unit (not enough 1 2 3 4 5 (too much there was: group work)
- 8. In this unit (not enough 1 2 3 4 5 (too many decisions)
- 9. In this unit I (very 1 2 3 4 5 (a great deal)

<pre>(excellent) (too quickly (much varie) (want to lead much more about it) (enjoyed it a great deal)</pre>
(much varie (want to lemuch more about it) (enjoyed it a great
(want to lemuch more about it) (enjoyed it a great
much more about it) (enjoyed it a great
(enjoyed it a great deal)
items in



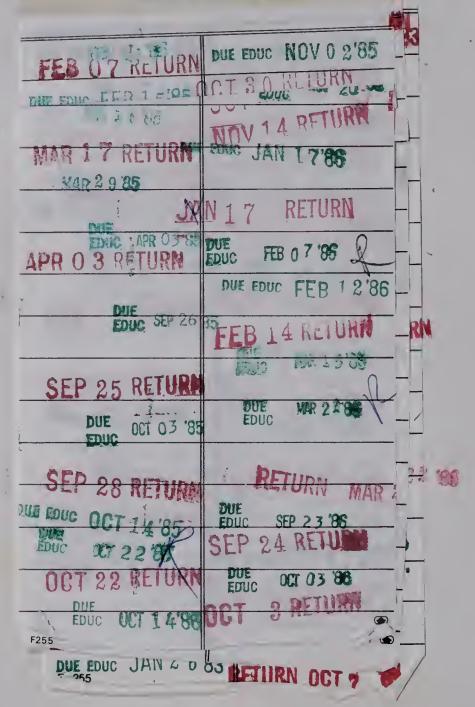








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